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ABSTRACT

Operation Job Start is an experimental project which seeks to reconcile the opposing attitudes of unemployed youth, who feel that no meaningful employment opportunities exist for them, and the employers who believe that these youth would not make good employees. In order to bring the two groups together, four major areas are emphasized: (1) efforts to change the attitudes of both employers and youth, (2) management assistance to modify jobs, (3) a counseling program for youth participants during the first 3 months after placement, and (4) uniform criteria to evaluate individual adjustment and company efforts. The findings include observations about the job adjustment of disadvantaged youth, evaluation of the project, and recommended changes for future efforts. The report stresses the need for greater application of the principles of human relations, supervision, and personnel psychology to the needs of disadvantaged youth. (BH)

ED0 43735

OPERATION: "JOB START"

FINAL REPORT

HUMAN DEVELOPMENT
AND EDUCATION CORP.

VT011328

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Non Profit Organization — An Interdisciplinary Approach To Solving Business/Education Problems

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OPERATION JOB START

An experimental project for orientation and
work adjustment of disadvantaged youth and
for job redesign.

Contractor

Human Development and Education Corporation
Paterson, New Jersey
February 15, 1969

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SUMMARY AND FINDINGS

OPERATION JOB START

SUMMARY AND FINDINGS

Basically Operation "Job Start" concerned itself with an attempt to reconcile two opposing attitudes:

1. The unemployed youths' belief that no opportunities exist for meaningful employment defined by them as job satisfaction, personal development, personal recognition, and financial security.
2. The employers' belief that the potential manpower pool from which they would wish to draw consists of unqualified, undependable, unmotivated and untrainable youths.

Human Development and Education Corp. developed Operation Job Start as a medium by which to demonstrate that the attitudes of both the potential employee and the potential employer might be modified through reorientation of each group to the other.

In the process of proposal development, four task areas emerged as major components of a comprehensive program:

1. The development of programs of attitude modification both for the disadvantaged youth (intensive orientation) and for employers (management development).
2. Providing management assistance to participating companies to effect modification of the work situation where necessary.

3. Providing a program of Job Support (counseling) to the youth participants during the critical first three months after job placement.
4. The development of a controlled methodology for evaluating individual adjustment and appropriate criteria for the measurement of the effectiveness of company efforts.

An important feature of this demonstration program was that it addressed itself to effecting changes in the sociological "out group", the disadvantaged youth, as well as the "in group", the employers and supervisors. It was the conviction of Human Development and Education Corp. that in order to succeed in effecting a sociological change efforts have to be directed toward utilizing the leverage, strength and influence of the "in group", instead, as is typically the case of so many anti-poverty and labor programs, directed toward the "out group", which has no leverage, strength or influence to bring about a major change in its own status.

Accordingly, it was planned to give a brief pre-placement orientation to 150 unemployed, disadvantaged youths to place them in jobs with companies participating in the demonstration program and to counsel the youths during their first three months of employment.

At the same time various forms of management assistance were afforded the participating companies. Company management personnel participated in the Interracial Laboratory for Supervisors: management specialists of Operation Job Start, developed a Career Track for each entry job, and analyzed and evaluated company efforts to assist the disadvantaged youth through the application of S-T-E-P (Sequential Task Effect Program).

In addition to the demonstration programs, a research program was designed and conducted in parallel in order to evaluate the program effort and accummulate data that would aid the more efficient replication of Operation Job Start.

The youths were given a weekly allowance of $20 during orientation and stipens of $2 for each counseling session after job placement. A Brotherhood Fund was available for emergency financial assistance (e.g. clothing, medical attention, car fare, etc.), however, youths who received financial aid were expected to repay this loan as a part of their training in fiscal responsibility. The term of this project was one year, from February 15, 1968. In the course of the demonstration period (February to October) the participants numbered 97 youths and 23 companies. Of the 97 youths (42 female and 55 male), 31 dropped out during or immediately after orientation. Of the 66 who completed orientation, 34 youths were able to get jobs on their own, and 32 were placed with participating companies. Of the 32 who were placed with participating companies, 16 were no longer working at the completion of the project term.

Because the youth recruiting sources sponsored by the Federal Government were unsuccessful in producing a sufficient number of youth participants for this project, an alternate method was instituted during the last four months of the project term, while data were being tabulated for this report.

Six of the participating companies were selected as a representative sample and the management specialists of Operation

Job Start conducted a program of intense assistance to the employer, in developing his own programs of recruiting, orientation, training, counseling, and job support for disadvantaged youth as well as management developmernt for foremen and supervisors.

The findings of this demonstration project, limited to the youths and companies participating in Operation Job Start, are of three types:

1. Observations about the job adjustment of disadvantaged youth.
2. Evaluation of Operation Job Start itself.
3. Recommendations for modification of further demonstration efforts.

It will be observed by some that many of these observations, recommendations, and evaluative comments appear self-evident or "commonplace". Their inclusion in this report, however, serves as a broader implication, namely: The principles of human relations, supervision and personnel psychology do apply as readily to the job adjustment of the disadvantaged youth as to other employees. In fact, the job adjustment of the disadvantaged youth is more demanding of the application of these "commonplace" principles rather than less. However, although this fact is already taken for granted among professional management, one can not expect these principles are universally applied. It was found that the contrary is more the rule and the disadvantaged youth cannot, as others do, make allowances for management and ownership shortcomings in these matters.

Observations about the Job Adjustment of Disadvantaged Youth

1. Disadvantaged youths more frequently made an appropriate job adjustment in companies where there already existed a positive employee relations attitude as evidenced by such company programs as sponsoring recreation, fair to liberal fringe benefits, attractive lunchroom and restroom facilities. It appeared that the personnel policies and procedures of these companies reflected a well established attitude of management that attributed a dignity and human value to the individual employee and did not just view him as a productive commodity.
2. Assisting the disadvantaged youth does require an employer to incur a temporary additional cost.
3. Most companies are willing to help as long as helping does not cost them anything. A few companies are caught in an economic squeeze and cannot increase their cost of operation, but this is not true of the majority of employers.
4. Those companies already willing to work on solving the problem of the unemployment and underemployment of disadvantaged youth still need specific guidance in how to do it if they are going to avoid the pitfalls encountered by even the very well intentioned.
5. In general, the willingness of a company to work on solving the problem varies directly with the degree to which the company is feeling economic pressure (e.g.

affirmative action demands on government contractors, shortage of employees, turnover, etc.)

6. Success (both in terms of the youths' job adjustments and company participation in Operation Job Start) was more frequently experienced with larger companies. Characteristics of these larger companies were specific personnel policies and procedures, automatic pay increases, staff personnel to assist in training, work modification and such, a certain freedom from day-to-day panic about production, and a more liberal attitude toward incurring direct and indirect costs with intangible program results.
7. Youths are not attracted to companies which are dirty, noisy, smelly, etc.
8. Those youths who had been employed earlier had negative attitudes toward work that lessened the chances of their making an appropriate job adjustment.
9. Both employers and youths reacted negatively toward "another government project." Lack of satisfaction with other assistance programs sponsored by government agencies has "turned off" the enthusiasm of youths and employers toward new efforts. Employers and youths developed a close working relationship with Operation Job Start when practical, tangible results were forthcoming.
10. Liason and communication with the real community is necessary for a project of assistance to succeed. Distrust must be overcome. Community leadership is unstructured in the

black community. Neither civic, political, school, church nor social or civic agency fulfills that leadership role. Each new program must work at making its own way by "word of mouth." Most referrals come from youths and companies who had a favorable experience with the program.

11. In terms of the total job adjustment of disadvantaged youth, the more serious problem exists not in providing entry level jobs, but in providing advancement possibilities. The problem is not so much with initial employment as it is with turnover.

12. The problems of the youths of Spanish origin are distinct from those of the black youths and related principally to language difficulties.

13. Unions are a major factor in the job adjustment of disadvantaged youth. Seniority regulations make the youth more susceptible to layoff or less available for promotion. Youths cannot often demonstrate adequate performance during probationary periods.

14. Employers complained more about lateness, absenteeism, and negative attitude on the part of youths than about inability to do the job.

15. Mutual distrust between employers and youths prohibited communication and forced negative interpretation of neutral and even positive behavior.

16. Youths experience more job success in companies where some

in management were black or of Spanish origin.

17. Youths rarely went for a job beyond the immediate proximity of their neighborhood.
18. Employee attitude toward minority groups was as important as attitude of supervisors.
19. Drop outs were hard to find. Close personal contact needs to be maintained and, at intake, points of alternate contact need to be established.
20. The level of expectation of the youths was not unrealistically high, but the speed with which they expected this level to be reached was unrealistic. Many were too impatient to participate in a two week orientation program or to wait to be referred to the "right job."
21. Indirect "higher level" motivation does not work on disadvantaged youths. Their motivation is still at the basic level in three dimensions: 1) physical - enough money to live on, 2) psychological - being respected as an individual, and 3) emotional - feeling secure and happy.
22. Many black employees had negative and antagonistic attitudes toward new black employees who showed themselves hard working and willing to learn.
23. The younger subjects experienced greater success in making an appropriate job adjustment.
24. The male youths were more successful than the female youths.
25. Those youths who had an education beyond 10th grade appeared more successful than those youths with less education.

26. Extent of prior job experience appeared to be inversely related to job success. Those youths with less prior job experience more frequently made an appropriate job adjustment.

27. Family stability was related to job success. Those youths who were a part of a family still intact more frequently made an appropriate job adjustment.

28. Those youths who were successful gave evidence of having some motivation of their own expressed in a real need to work.

29. Youths were more successful in large companies than in small companies. The meaningful differences of these larger companies were: a) pay increases were automatic, b) personnel policies were formalized and published, and c) employee relations were not entirely at the discretion of the immediate supervisor.

30. Youths were more successful in companies with strong unions than in companies with no unions or with weak ones.

31. Where youths made an appropriate job adjustment they indicated that they felt that their immediate supervisor respected them as an individual.

32. Geographic proximity and easy accessibility by public transportation was a factor that affected the job success of those youths who were less motivated and those with an education below 10th grade.

33. Limitations in skill and education were characteristic of those youths who did not made an appropriate job adjustment

because despite the fact that these youths had lower skills and less education, their expectations were not noticeably lower.

34. Youths who were not successful in making an appropriate job adjustment indicated disappointment with the orientation program. They would have preferred to go to work right away. They also expressed disappointment with the type of job they received. In these cases, the exploration of job interests in the orientation program led them to expect a particular type of job placement and when this was not realized, they experienced disappointment.

35. Youths with more prior job experience less frequently made appropriate job adjustments. It appeared that negative attitudes developed from prior job experiences mitigated the chances of job success.

36. The thirty day probation period of unionized companies promoted the firing of youths who did not demonstrate appropriate job behavior fast enough.

37. Female youths more frequently did not make an appropriate job adjustment as it appeared that their work expectations were more difficult to satisfy (did not want factory work), and since they did not have the appropriate skills and language facility (for office positions).

38. Lack of interest in the job and no opportunity for advancement was coincident with job failure as reported by both the youths and their supervisors.

39. Job failure (firing as well as drop out) occurred more frequently at companies with poor working conditions.

where supervisors were rude and inconsiderate and plant conditions dirty and inhuman (e.g. no lunch room facilities, no place to wash up, cats roaming the factory, smells, dirt, noise).

40. It appeared even from the intital attempts to get company participants that some employers with the worst working conditions (e.g. low pay, poor facilities, lack of positive employee relations) make a practice of hiring blacks and Spanish-speaking individuals. The negative effect of their policies was evident from the low morale of employees, high turnover, and low reputation in the community. Companies of this type appeared interested in participating in the program, but not in supervisory training, or work modification. They looked upon Job Start as another source of "bodies" for their plant. Turnover did not bother them. "It keeps the wages down." one employer responded. It appeared that discriminatory practices in favor of hiring the blacks and Spanish speaking individuals and inattention to acceptable human relations practices were two parts of a deliberate employer plan to keep the labor cost as low as possible.

Evaluation of Operation Job Start Itself

1. The short duration of the demonstration project required precise programming which was upset easily by illness or turnover of staff, computer delay, and delay in feedback from the Department of Labor in Washington.
2. The original experimental research design had to be amended to a descriptive one because within the time constraints of the project it was not possible to produce a sufficient number of subjects who, under experimental control, had proceeded through all the steps of the program.
3. Timing was a major difficulty for a one-year project beginning in February. Allocating February-April for organization of staff and facilities and the preparation of training programs and materials, and November-January for data analysis and report preparation, May-October remained for actual demonstrations. Of these six months, the later had to be reserved for job experience. The remaining three months were summer months, and this was the worst time to recruit company and youth participation.
4. Standard data collection was a problem because:
    - a) Original instruments had to be designed and pretested within the time limitations of the project.
    - b) Both the disadvantaged youth and the supervisors in participating companies reacted negatively to taking tests.
    - c) The staff of Operation Job Start was by prior social work experience not oriented toward running controlled experimental-demonstration projects.

5. Local government agencies were not productive in referring youths to Operation Job Start. Separate recruiting had to be undertaken.
6. The concept of "training cycles" (a new group beginning every third week) proved to be inappropriate as these youths were not ready to wait for the next cycle once they were recruited. Instead a continuous orientation program was conducted that youths could enter at any time.
7. Sincere interest in working with youth and capability were the essential qualities that made for the success of individual staff members from the project director to the Office Manager. These qualities were more important than education, prior experience, or racial identity as far as both the employer and the youths were concerned.

Recommendations For Further Demonstration Efforts

1. Devise programs to develop the management effectiveness of supervisory personnel of disadvantaged background.
2. Develop company-wide programs of attitude modification in order to change the overall company climate toward disadvantaged youths, particularly between the youth and his fellow workers.
3. Develop programs of assistance directed toward the particular language difficulties of the youths of Spanish-speaking origin.
4. Develop techniques of accelerating job advancement, or even techniques of artificial job advancement in order to sustain interest and motivation.
5. Develop programs directed toward a more constructive first job experience of disadvantaged youth through part-time employment while still in high school.
6. Develop community programs of dialogue between employers and disadvantaged youths.
7. Utilize government leverage on employers where it does now exist (government contractors) to provide realistic constructive assistance.
8. Devise programs of monetary assistance to youths already employed at levels relative to their capability.
9. Experimental and demonstration projects need to be run for longer than one year and be more closely supervised. Almost one-half of the project time is spent in organization of staff and facilities and in preparation of reports.

10. Central sources should be used for research and administration functions to eliminate the need for each project to devise and implement its own administrative control (e.g. payroll and expenses) and to provide a common pool of compatible research data, experimental instruments and research controls.

11. Constructive efforts should be aimed at both disadvantaged youth and employers simultaneously for several practical reasons:

    a) Real questions can be raised as to whether it is possible at all to solve the problem by assisting the youth only.

    b) Even if the problem could be solved by assisting the youth only, directing assistance on all variables of the problem can accellerate the solution.

    c) Programs of assistance to disadvantaged employees and unemployed can be self-sustaining and not require continuous government support since companies already recruit, orient, train and counsel employees and develop management capability as a part of their normal functioning.

    d) Conceivably, modifying the work situation could be a less costly way of effecting a solution (e.g. identify those company activities, procedures, attitudes, etc. that block solution or aggravate the problem, but which could be modified without cost or injury to the company's operations).

e) Corrective action taken in the employment situation, will affect all disadvantaged youth as a group, whereas corrective action taken with the youths themselves must necessarily be taken with each individual.

12. Develop programs that help companies do the job but which can be monitored in terms of the resultant benefits to disadvantaged youths.
13. Develop programs aimed at those yet unwilling to work.
14. Develop a meaningful statistic of project performance. Counting the number of participants or the number of placements represents a duplication of statistics, since these youths participate in many programs. Many times, if a youth participates in more than one program, each program takes credit for him. If a program places eighty-seven new employees with a company, the program takes credit for eighty-seven placements even if the actual number of job openings was only three (actual case).
15. Develop programs of assistance on a youth-to-youth basis.
16. Develop programs of cooperative services through industrial associations which already enjoy a positive rapport with the business community.

RECRUITMENT AND ORIENTATION

OPERATION JOB START

RECRUITMENT AND ORIENTATION

OF DISADVANTAGED YOUTHS

Recruitment

As per our original program, the total recruitment of trainees was left to the channeling of youth to Job Start via various public and private agencies (see Chart I & II) in the immediate area. This proved disastrous because these various sources were not able to supply the necessary enrollees to meet our orientation cycles. This cycling schedule had to be met, if we were to fill our current job openings of our participating companies (limited in number by research and demonstration design). What complicated this further were the following factors: 1) Youths had to be mostly hard core males between the ages of 18 and 25, not on narcotics, 2) they had to be placed in jobs matched to their own interests and abilities, 3) they had to fit the immediate job opening specifications of our participating companies, and 4) the job had to be accessible by public transportation.

After many discussions and analyses, it was soon discovered that the lack of referrals to our project from the cooperating agencies was due to their own extreme difficulty in filling their own recruitment needs. In other words, many agencies were vying for the same limited number of available enrollees in the immediate area.

In summary, the extreme shortage of trainees, restrictions on qualifications of the ones we would accept (age, factor, male, narcotics, etc.), competition among existing agencies for the same labor supply, and our stipend being less than other agencies pay to their trainees, made referrals to our project almost impossible.

One interesting fact did emerge, however, that cannot be substantiates or documented by facts. There is a prevailing opinion among people in this immediate area that the hard core unemployed do not go to private or public agencies for help. That is, there is an underlying suspicion and previous frustration in dealing with these same agencies. This particular phenomenon lends itself to a possible approach in reaching the hard core unemployed. More about this will be said later.

It soon became apparent that after a few months of operation other measures would have to be taken to solve the recruitment problem. At this point in time, approximately six months into our program, only a limited number of enrollees were referred to our program.

On August 3, 1969, with half the project time expended and at a point in the original schedule where job placements should have been concluded, the Project Coordinator assigned by the Department of Labor approved the hiring of a full-time recuriter. However, his frustrations became clear from this excerpt from one report covering the period August 5 to October 7, 1968:

> "Cold solication of the afore mentioned areas by itself will not produce or stimulate the desired response from the community. The lack of success of former projects in this area, coupled with a deeply rooted feeling of despondency and hopelessness in the community itself prohibits participation of the populus to any appreciable degree."

At the time when the program was to have almost reached its full complement of 150 trainees, only 97 had actually been recruited and entered in the program plus an additional 27 who dropped out before entering orientation.

The recruiter was responsible for 24 of the total; however, eight of these dropped out prior to entering orientation.

Evaluation

Written forms of communication, posters, ads, brochures, participation in church meetings, cold solicitation, aid from other agencies, etc. all were not significant in recruiting enrollees to our program.

Projects which rely on outside manpower sources, beyond the control of the project director for their enrollees mitigate against their success. The outside agencies satisfy their own manpower needs first.

Based on our experience in this project, reaching the hard core unemployed for recruitment, there must exist a favorable climate and knowledge of the project within the black community. The recruiter has to be accepted on a very personalized face-to-face contact. In other words, the recruiting has to be within the ghetto with a recruiter literally living in the community.

To indicate this factor, our most successful approach to recruitment has been the utilization of our existing trainees who have had successful experiences during our orientation or at work, and who passed these feeling on to their friends. We strongly urge and recommend that future programs seriously consider this technique of reaching the hard core unemployed instead of depending on existing government programs and agencies as was required by the Department of Labor in this case.

Orientation

From the end of May to October 1968, sixty-three enrollees completed orientation. During this period of time, the curriculum and approach was changed, based upon constant re-evaluation of its ability to serve the needs of the project and trainees. From November to the end of the project, recruitment activities and orientation within the classroom at the project center stopped and an In-Plant Orientation Program was substituted.

Initial Orientation Program

The original orientation program consisted of two full weeks of classroom instruction utilizing both visual aids and individual and group counseling. Its purpose was to accomplish the following:

1. Modify their attitudes toward the world of work.
2. Provide coaching in job interview preparation, basic life skill.
3. Determine individual interests and aptitudes.
4. Try to match trainee with suitable employment.

Revised Orientation Program (See outline appended.)

Several changes were made in the orientation program. In most cases these changes were made to accommodate the predominant needs of the trainees and to facilitate the job referral process. Most notably, the classroom situation was limited to the first week with the second week left unstructured for the trainee to take part in actual job interviews.

Some of the advantages which ensued from this arrangement were:

1. The trainee was made aware of Operation Job Start's counseling function before he was placed on the job. This aspect cannot be understated as it was not uncommon for a trainee to perceive the program (and most other programs for that matter) as solely a job referral function.
2. With the second week open, there were no restrictions on the time available for interviews. This proved to be a very positive factor in the referral process as employers are often busy with production schedules, meetings, etc., so that interviews had to be arranged at their convenience.
3. The trainee was also able to use his stipend for transportation, etc.
4. The Counselor and the Job Developer were able to deal with the trainee's individual problems as they related to real life interviews in addition to the role-playing interviews of the first week of orientation.
5. Time was available to discuss the trainee's performance on tests (both ours and the employer's) and to assist him in this area where possible.

On the first morning of orientation, time was allowed for the trainees to discuss their past work experiences. This seemed to serve as a positive reinforcement in that the trainee became aware of our interest in him as an individual with a history, rather than a student to be lectured to. This session often set the pace for the entire week of orientation as successes and failures in an individual's job history can be seen in terms of factors which were both in and out of his realm of control. So that through group dynamics, a five day orientation period can provide overwhelming insight into the employment/referral process.

In mid week a session was held with the Job Developer where each trainee explored his goals in the world of work. Before this session, the orientation counselor had individual sessions with each trainee to determine his job experiences, qualifications, peripheral qualifications (e.g. valid N. J. Driver's License), job preferences (work with many people or a few, with data, people or things, etc.), and would submit a resume' on each trainee to the job developer. The effect of this approach was to enable the Job Developer to have the most complete picture possible of each trainee before the job selection process began. Again, the reinforcement was positive: Most trainees were very concerned with the type of referral they would receive and it was important to deal with this throughout orientation.

In general, orientation was concerned with perceiving each trainee's work history in both subjective and objective terms and then, through group dynamics and visual aids, to develop ways to define and reach each individual's occupational goals.

Specifically, this meant to develop proficiency in handling interviews and tests, to develop some sense of self awareness as it relates to the job situation (e.g. handling a nasty supervisor) and as it relates to job selection. Further, the areas of physical fitness and drug abuse were dealt with as they relate to the employment situation. Lastly, methods of job selection were discussed in terms of past successes and failures.

Aspects of Orientation and the Spanish-Speaking Trainee

Operation Job Start did not involve itself with recruiting in the Spanish community. What limited experiences we had in this area served to demonstrate the following:

> Unless a person has more than the basic communication skill in English, employers are reluctant to place the individual in any meaningful situation. Often the efficiency with which higher level jobs are performed demands a greater communication ability.
>
> The majority of Spanish-speaking people in the Paterson area are of Puerto Rican background with education levels below the eighth grade. While this education factor might appear to be prohibiting in and of itself, Operation Job Start's experience with the Spanish community demonstrates the opposite. In one of the latter orientation programs were several women from Cuba, Columbia, and Cost Rica. In each case, the applicant had a high school education and additional clerical training. In no case was an employer willing to hire the girls for anything more than manual labor, and their education level proved not to be a mitigating factor.

But the problems of recruiting go beyond those encountered with employer acceptance. Bi-lingual staff members must be hired to recruit and train the Spanish applicant (at present bi-lingual professionals are at a premium in Passaic County; though we spent the better part of two weeks on the effort, we could not locate even one). Moreover, for Operation Job Start's purpose, the bi-lingual staff member would need some sophistication in counseling to conduct the orientation program. It is this same psychological interplay that makes it impossible to conduct an orientation program using an interpreter - spontanuity and expression being intrinsic to the counseling process are often lost in translation.

In-Plant Orientation

The third and final change in the orientation program came near the end of the project. Recruitment of trainees ceased and orientation in a classroom situation within the project center was stopped and an In-Plant Orientation Program was developed and substituted. In other words, the participating companies within our project would hire their own employees and we would provide the In-Plant Orientation to foster job adjustment. This approach, although performed on a limited basis because of a time element, appeared the most successful, because of the following reasons:

> Company trainees have already solved the transportation and placement problem. Because Job Start was primarily a job adjustment program, the anxiety of placement dissolved with the already resolved placement and location of job problem.
>
> Immediate positive reinforcement was afforded the

trainee already involved in work.

Abstractions about work was eliminated. The problems of the enrollees were directly related to their realistic experiences on the job.

The difficulty for motivating the enrollees to come to Job Start for counseling was eliminated by a counselor assigned to the plant where the youth worked. In addition to meeting the trainee in his work environment, the trainees gathered once a week after work on their own time at the company for a group counseling. In order to test their motivation, the youths were not told a stipend would be paid them and the stipend was deliberately deferred for three weeks. Attendance remained at 100%. Previously, youths rarely showed up for counseling at the Job Start Center even with the stipend paid at the same time.

In an analysis of our orientation activity during this project, the results will indicate further investigation and practice in pursuing an in-plant, company-orientated service, rather than an abstract community service in which the reinforcement of immediate job placement is absent.

One other benefit of the in-plant orientation program is that it provided an opportunity to train the employer's own staff. They were advised on how to provide their own recruitment resources with better interview techniques as related to minority group recruitment and how to determine the location of the labor force and develop by direct word of mouth communication rather than depend solely on newspaper ads.

CHART I

Trainee Referral Sources Total Utilized During the Period 7/22 to 9/30

Agency or Organization - Paterson

Catholic Community Center

N.A.A.C.P. Community Service Coordinator

St. Paul's Episcopal Church

First Methodist Church

Neighborhood Youth Corp.

New Careers

New Jersey State Rehabilitation Council

Passaic County Probation Department

Passaic County Welfare Board

Passaic County Technical & Vocational High School System

Opportunities Industrialization Center

Paterson Task Force

Federation of Neighborhood Counseling Centers (Areas 2,3, 5, & 6)

New Jersey Bureau of Childrens' Services

Family Council Service

Textile Workers Union of America

Legal Aid Society

Welfare Emergency Relief Fund

N.J.S.S.B.S. - Y.O.C.

Multi-Lingual Center

New Jersey Work Experience Training

Pastors Workshop

Agency or Organization - Passaic - Clifton

Passaic Conference for Economic Opportunity, Inc.

New Jersey Bureau of Parole

Community Action Council of Passaic County

Agency or Organization - Bergen County

Bergen County Community Action Program, Inc.

Urban League of Bergen County

Bergen County Welfare Board

Chart II

Actual Sources of Referral by Number for Period 7/22-9/30/68

Recruiter	24
New Jersey State Employment	8
Freedom Enterprises (via recruiter)	8
Poster (via recruiter)	2
Bergen County Urban League	4
Coupling Program	3
Bell Telephone Company Referrals	2
Passaic C.A.P.	1
New Careers	1
Place Mart Employment Agency	1
Total	52

MANAGEMENT DEMONSTRATION PROGRAM

OPERATION JOB START

Management Demonstration Program

Purpose

The purpose of the management demonstration program of Operation Job Start was to "pre-condition" the work environment so that in all ways possible the job situation itself would assist these disadvantaged youths in making their job adjustment.

Program

The management demonstration program had several phases:

Data Collection and Analysis - whereby all the relevant details of a company's operation were identified and evaluated from the perspective of the job adjustment of the disadvantaged youth. This included the identification and description of appropriate entry jobs.

Management Development - whereby the supervisors (principally those who would handle the new hires) were prepared by attitude and skill for training, coaching and in all ways assisting the disadvantaged youth who was hired.

Job Deskilling - whereby the work situation would be simplified or job specification changed to suit the qualification and peculiarities of the disadvantaged youth. In as much as Operation Job Start was an experimental demonstration program, the general idea and format of these management programs underwent constant refinement until at the end of the program three comprehensive management programs evolved.

Data collection and Analysis took the form of S.T.E.P. (Sequential Task-Effect Program), an integrated systems approach toward the analysis and evaluation of company procedures to assist the disadvantaged through an appraisal of results.

The Interracial Laboratory, an intense group dynamics approach toward supervisory skill development and attitude modification, became the technique of management development.

Career Tract, a programming approach applied to the sequential arrangement of jobs, job training, and outside education and all the many factors related to total job adjustment became the logical extension of deskilling and work simplification.

The Interracial Laboratory is described in greater detail in the appendix.

Implementation

Identification and Contact of Companies

The first step in implementing the management demonstration program was to identify those companies with which we would work. Since we would be placing the youths we recruited with these companies, the only criteria originally utilized was geographic proximity to Paterson. Since our research had indicated that there were only 42 large companies (over 375 employees) in the area (all Passaic County), we realized that the greater portion of participating companies would be comparatively smaller companies, those without separate staff departments, e.g. training, industrial engineering, etc.

Paterson does not have a single coordination of commercial activity. Consequently, lists of companies were drawn up from several sources.

Chambers of Commerce of Paterson, Clifton & Passaic
YMCA - Industrial Management Club
New Jersey Alliance for Business
United States Employment Service
New Jersey Industrial Directory

One hundred ninety-seven companies were initially contacted by letter and follow-up phone calls in March, 1967. By the end of September there were 23 companies participating in the program in one form or another. The following summarizes the status of company contacts:

Total number of companies contacted	197
Bergen County companies eliminated	40
Companies unable to meet during the summer	46
Total number of responding companies	111

Selection of Companies

The contacting of companies was an activity that continued through the first six months of the project period. As companies indicated an interest in participating, a management specialist was assigned. He met with management, explored their needs, and type of operation, and explained their participation in Operation Job Start. As a result of these meetings a more selective list of companies was arrived at. This list is summarized below.

Total number of responding companies		111
Companies not suitable for participation:		
Too small to provide job openings with advancement opportunities	19	
Type of enterprise does not afford suitable job openings and advancement	25	
Remote, not accessible by public transportation	15	
Moving, seasonal, currently in layoff	7	
Total	66	
Not interest in participating		23
Total number of participating companies		23

The types of commerical enterprises found to be unsuitable because of low pay scale, lack of advancement opportunity, or extremely hazardous conditions included textile operations: cut and sew, dyeing and finishing, and weaving, retail stores, wholesale and retail distributors, chemical processors, and auto dealers.

Not all companies who agreed to participate were willing to do all that participation required. Most were interested only in employing the youths we would refer. The degree to which these companies would or would not give preferential consideration varied between both extremes. It was also found that companies who had earlier indicated that they would participate without reservation, reneged on participation in the Interracial Laboratory, or S.T.E.P., or Career Track when the time came for actual participation.

Since there was a need for a source of employment for the youths completing the orientation program, contact was maintained with all companies indicating a willingness to participate in any degree at all. The number and kind of participating companies is summarized below.

Type A:	Companies willing to participate in full	6
Type B:	Companies with restricted participation (Largely hiring referrals without special consideration)	17
	Total Participants	23

Although contact was maintained with all participating companies throughout this project, the small number of companiesparticipating in full provided an excellent opportunity to observe the human relations dynamics of each company in depth, as well as conduct the management demonstration programs.

Company Participants

The companies participating in Operation Job Start presented a cross section of the many types of enterprises in the Greater Paterson Area. This can be seen from the short sketch below of six types.

Company A, a family-owned, medium size metal fabricating job shop with union employees. Almost no minority workers are employed.

Company B, a highly mechanized manufacturer, a subsidiary of a major chemical company, publicly held, union employees. One third of the employees, including supervisors, is black.

Company C, a small owner-management, non-union manufacturer, highly automated, continuous operation. Most hourly workers are Spanish speaking.

Company D, a local division of a large publicly-owned utility with union employees. There are almost no minority workers at all, but a special recruiting program had already begun with company initiative.

Company E, a large, old, closely-held bank with many branches in the Paterson area. Employees are not union, and almost none are of minority groups.

Company F, a small, family-owned and operated plastics company with union employees.

Scheduling Difficulties

For the purposes of understanding the limited results of this demonstration project and of serving as a guide for other similar demonstration projects that rely on company participation, it is important to elaborate on two types of scheduling difficulties: 1) calendar scheduling of the project itself, and 2) job placement scheduling. These difficulties had an unexpected effect on the recruitment and orientation demonstration (discussed above), but their effect on the management demonstration part of Operation Job Start could have been forseen from the outset by those with more experience in experimental projects relying on company participation.

Calendar Scheduling Difficulty

Operation Job Start's basic demonstration involved two weeks of orientation and three months job experience for each youth participant. Programming the 12 month project from its beginning date of February by allocating the first three months for organization and development of research instruments and programs, and allocating the last three months for data collection and report preparation, the six month period remaining for actual demonstration included the normal summer vacation period for business and industry. During this period, a) it was difficult to arrange meetings with the key executives who would agree to their company participating in Operation Job Start, b) continuous training of groups of supervisors over an eight week period could not be maintained, c) on-the-job supervisors took vacations, and d) job availability was limited because employers made use of the large number of vacationing college students to fill openings for the summer months.

Job Placement Scheduling Difficulty

Job placement, key to the execution of this demonstration project involved the eventual coordinating of two simultaneous development efforts, namely, the recruiting and orientation of youths on one hand, and on the other, the engagement, analysis, and the development of management of job-offering companies. This meant that as each group of youths completed orientation, there should be a job available (with a participating company) for each one that would fit his or her particular abilities and interests. Even if it were possible to predict the companies' needs in advance (which it was not), it certainly was not possible to predict the kind of jobs that would fit the specific needs of the youths in any one training cycle.

More often, in practice, because of the limited number of participating companies and because of the large competing summer labor force, youths did not find appropriate jobs awaiting them after completing orientation. At times too, employers listed attractive job openings but could not wait until youths with appropriate interests and abilities were recruited and passed through the orientation program.

Adjustments were made in the program in view of these difficulties. Orientation was changed from two weeks of "classroom" activities to one week of class work and one week of field work in which youths would begin to take interviews. Further, the class work began each week and overlapped the field work of the previous group so that youths could begin orientation on any Monday and hopefully be placed in a job during the following week.

Another change was to encourage youths to look for work on their own through the techniques taught them in orientation and, when they found a job, to have the Job Development Specialist contact the company with the hope of securing it as a participant in the project.

All in all, these changes were not successful in meeting the demonstration objectives of Operation Job Start. Most companies where youths would find jobs on their own saw no need to participate now that their particular employment needs were filled. Youths were, in general, reluctant to wait for a job with a participating company and preferred, much as in their past, to get a job, any job, in order to earn some money immediately. But even if these changes had been successful, completion of the demonstration objective would have required the recruitment of 12 youths each week for the 13 weeks of the summer, and this proved to be an impossible demand for the government agencies and projects in the Paterson area to meet.

As a result of these difficulties only 32 of the 66 youths who completed orientation were placed in jobs with participating companies. The remaining 34 youths were with non-participating companies, and,for the most part, found jobs on their own because appropriate jobs were not available to them with participating companies when they completed orientation.

The sections immediately following describe what happened to the youths who were employed with participating companies and those who were not. The final section discusses the results of an entirely different approach, an in-company program, that was demonstrated on a limited basis while final data and reports were being compiled.

Results

Continuous data was collected on all the youths who completed orientation, those who obtained jobs on their own with non-participating companies and those who were placed through Operation Job Start. The contrast of experiences of these two groups is the result of many variables - some inherent in the youths themselves. However, one important variable is the management demonstration efforts addressed toward the participating companies. The effect of this variable can be seen in the Chart on the following page.

Chart I

	Youths Placed With Participating Companies	Youths Working in Non-Participating Companies
Number of Youths	32	34
Number of Job Placements	44	225
Average Number of Jobs Per Youth	1.37	6.62
Average Number of Days Employment in 65 Day Demonstration Period	62.5	39
Total Number Days Employment for Entry Group in 65 Day Demonstration Period	2000	1356
Minimum Hourly Wages Earned	$1.60	$1.25
Maximum Hourly Wages Earned	$3.15	$6.00
Average Hourly Starting Wage	$2.00	$3.00
Total Gross Earnings for Entire Group in 65 Day Demonstration Period	$36,800	$26,520
Average Gross Earnings Per Youth in 65 Day Demonstration Period	$1150	$780
Number of Times Jobs Were Terminated	16	191
Youth Quits	10	24
Youth Layoffs	3	90
Youth Fires	3	77

Discussion

Number of Youths

The fact that the group of 66 youths is about evenly split between those placed with participating companies and those placed with non-participating companies is more a result of chance than any distinctive variable between the groups. It is true that the youth who found a job with a non-participating company was, to some extent, unwilling to wait for a job opening when none was immediately available, and unwilling to compromise on his employment objective (be it monetary, type of work, geographic, etc.) to choose from what was available. For the most part, however, it is felt that the incidents of drop out before the end of orientation (32%) accounted for these youths and produced a close similarity among all the youths who completed orientation.

Number of Job Placements

When youths found jobs on their own with non-participating companies, they invariably were less selective, reacted to immediate needs ("any job betten than no job"), sought immediate gratifications ("the more money, the better"), stayed closer to home, with friends, where they had worked before, etc.; avoided large companies ("they wouldn't hire us anyway"), took short-term employment ("the heck with career opportunities"), and relied on past experience as their major qualification rather than ability to learn to do higher rated jobs. Consequently, because of the spurious choices of the youths themselves those who took jobs with non-participating companies experienced the frequency of job change as they had previously, Those youths with participating companies made fewer job changes. The effect of the conditioned employment situation cannot be ignored here. Not only did these youths stay (for the most part) in the job in which they were first placed, but in a job they would not likely have sought on their own.

The combined teamwork of the employment manager and the youth counselor account for part of this success. Supervisors were trained to see that youths did not get discouraged on the job, and when they didn't show up for work, calling to Operation Job Start sent the youth's counselor to seek out the youth and see that discouragement did not occur away from the job. Counseling sessions with the youths, biweekly at the outset, spotted problems the supervisor did not spot and these were brought to the supervisor's attention for his guidance and correction.

Example

> The first day on the job proved to be a discouraging experience for most disadvantaged youth because their inability to perform the job immediately, and their making mistakes as they learned reinforced their negative feeling about themselves. Frequently, the youths did not return after the first day because they felt inferior. Realizing this, supervisors with participating companies were trained to make the first day a positive experience even when the youth invariably made mistakes. Whenever absences occurred during the first week, supervisors called the counselors immediately after starting time and the counselor went to the youth's home to see what he could do to help.

Frequently, all the youth needed was encouragement to return to work after what he felt had been a miserable first day.

Average Number of Jobs Per Youth

The number of job placement over all is translated into individual results when one realizes that most of the youths placed with participating companies had only one job during the 65 day demonstration period whereas the youths with non-participating companies averaged six or more jobs during the same period. The management specialists of Operation Job Start played a significant role in accomplishing these results. In selecting participating companies and in determining suitable jobs for youth placements, consideration was only given to those work opportunities that provided permanent employment. In fact, in plotting the Career Track for each youth placed with a participating company, it was necessary to show a route of advancement beyond this first job. In the case of youths who went to work for non-participating companies, it appeared that little effort was made to seek out jobs with permanent employment prospects. Many of the jobs were obviously short range or even day labor positions.

Average Number of Days Employed

Invariably, the youths who were placed with participating companies worked the entire 65 day period. In those cases where job changes occurred, some days of employment were lost. However, there was a minimum of lost time in between jobs because of the job placement resources of Operation Job Start available to the youths. Failure to work out on a job did not occur suddenly and without warning because of the close contact between counselor and supervisor. Where it was accepted that problems could not be corrected, advance notice made it possible for an alternate job to be arranged before termination.

The fewer days of employment of youths with non-participating companies were largely the result of the periods of unemployment in between jobs. It was found that as the number of jobs terminated increased, the periods of unemployment in between jobs increased to the point where several youths after a number of disappointing job attempts spent the entire latter half of the 65 day period unemployed.

Lack of job seeking proficiency on the part of the youths in general and the hiring practices of some of the non-participating companies both accounted for the long stretches of time in between jobs. Most companies are not attuned to working with the disadvantaged and because of this misjudged applicants.

Example

For one youth, Operation Job Start arranged an interview with a medium size computed service bureau. The employment manager interviewed the youth, was favorably impressed and asked the youth to come back the following day at 9:00 a.m. to meet the supervisor. The youth thought he was hired and showed up the following day dressed for work, not dressed for an interview and was promptly rejected. When this fact was reported to Operation Job Start, the employment manager was prevailed upon to schedule another interview with the supervisor. The youth returned properly dressed and was hired.

Hourly Wages Earned

In all cases the youths with participating companies were paid at or above the federal minimum wage requirement. Youths who worked for non-participating companies often earned more per hour than those with participating companies because they were attracted to the job that paid the most money now. The youth who earned $6.00 per hour worked as a driver for a sanitation company picking up refuse at 2:00 a.m.

At times, in need of a job, any job, youths worked for as little as $1.25 per hour. This was near what the youths referred to as "hustling" rates. Work at these rates were seen by the youths as requiring no commitment from them and they would leave the job as soon as they found something better or as soon as their immediate need for money was satisfied.

The overall differential in hourly earnings is reflected in the higher average hourly earnings of the youths working for non-participating companies. However, this average is affected by the fewer number of days that the youths with non-participating companies were employed, choosing as they did to work (at the expense of frequent periods of unemployment) only when the earnings offered were above average.

Both factors, the average hourly earnings and the number of days worked are calculated in the total gross earnings for each group respectively and the average gross earnings per youth for the 65 day period. Largely, because of their working steady for that period, the youths with participating companies earned, on the average, $370 more than the youths with non-participating companies. This figure does not reflect that in addition to the dollar advantage, the youths with participating companies had various company paid benefits such as paid holidays, hospitalization, paid vacation, etc., benefits which few of the youths with non-participating companies received.

A further advantage to the youths with participating companies was that at least half of them were "caught up" in the Career Track with their employer, that is, they were participating in training programs and were being readied for advancement. In a word, these youths with participating companies had assimilated themselves into the labor force whereas the youths with non-participating companies were still in about the same position relative to steady employment as they were before Operation Job Start.

Terminations

The number of times jobs were terminated includes all the times a youth stopped working during the 65 day demonstration period. Because of the short term work experience of the youths with non-participating companies, this figure includes a number of terminations for each youth. Both the difference in the number of terminations between these two groups and the reasons for these terminations are significant.

In the case of youths with participating companies not only were there fewer terminations, but what terminations did occur were more frequently initiated by the youths than by their employer. The reverse is true of the youths with non-participating companies.

There are far more terminations in this 65 day demonstration period and far more of them initiated by the company than by the youths themselves.

In the instances of layoff, it was found that with participating companies this respresented a bona fide layoff, that is, a temporary slow down in production. The youths fell victim to this because of not having any appreciable seniority, as a new employee. However, they were eligible for re-hire and some of them were laid off and re-hired in the 65 day period.

In the case of youths with non-participating companies, layoff typically was the result of coming to the end of what had started out to be a short term job. Where youths were fired, it was found to be the result of poor work habits such as tardiness and absenteeism. In this one respect it was at times difficult to distinguish between a youth who was fired for absenteeism and a youth who quit and just didn't show up for work any more. Rarely were youths fired for poor job performance except at the end of a contract -specified probation period. In such cases where employers were unwilling to grant the youth permanent status as a union employee, the youth was fired before the end of the probation period. This prevented the union from pursuing a greviance in the matter.

Probation periods in this respect seemed to work to the disadvantage of these youths who needed a longer period of time to develop the job proficiency and employment behavior required by an employer. The case was not too different with participating companies, except that the close working relationship between the supervisor and the youth's counselor enabled the employer to detect progress during the probationary period even if performance and behavior at the end of the probationary period was not entirely satisfactory. In such cases, participating companies were generally willing to gamble on the youth.

In-Company Demonstration

The problems of timing the recruitment of youths with job openings of participating companies gave rise to exploring a new technique referred to as In-Company Demonstration. (during the last three months of the contract period for Operation Job Start in which data was being collected and analyzed and reports were being prepared).

The In-Company Demonstration consisted of having the Management Development Specialists and the Youth Counselors work directly with a specific case load of participating companies and affording them assistance in their own recruiting, training, and management development. The objective was not to perform these functions for the companies, but to assist them in performing these functions or establishing these functions if they did not already perform them for the benefit of the youths.

This type of program appeared to be a more suitable approach to assisting the youths in their total job adjustment since it focuses not only on initial job placement, but on retention, training and advancement as well. Primarily the object was to build within a company a self-sustaining effort toward assisting disadvantaged youth so that at some point in time, government supported assistance could be withdrawn from the company without deleterious effects to the young workers from disadvantaged backgrounds.

The following case study illustrates the typical efforts of an In-Company Demonstration.

Case Study of In-Company Demonstration

This company is the local division of a publicly-owned public utility. It has had established operations in the Paterson area for over a hundred years and has over 400 male and female employees. There are only three or four black male employees, but there are black female employees in almost every clerical and secretarial type of job.

The repair and installation operations of this company are performed all over the geographic area of Paterson, however, the operating base ("the garage") is located just outside the city limits of Paterson, accessible by bus. This garage has been located in the downtown section of Paterson in the heart of a black ghetto area, but was moved recently due to vandalism and harrassment of white employees.

This is a highly structured organization. Clear lines of employee & management responsibility and authority are observed. Policies and procedures covering personnel matters are as clearly and detailedly defined as are those covering job operations. There is a strong union and a formal grevience procedure.

Management advancement has come through the ranks so that those in the highest responsibility were once craftsmen at the entry level. Almost all employees confine their career prospects to opportunities within the company. Consequently, almost the entire management staff comes from the broad "middle class" having earlier grown up through the depression ghetto of their own.

The pay scale is not the highest in the area. The entry position where everyone starts pays $90 a week. Regular increases which are automatic, for the most part, raise this to $160 in five years. Job security, prestige, and fringe benefits are in other parts of the job satisfaction package that make the job attractive overall.

Because of its direct relation to the public as a service company, and because of its shortage of qualified applicants (in that order), this company initiated its own program of assisting the "hard core". A black employee with about five years of service who had himself grown up in the Paterson urban area was assigned the responsibility of recruiting from "hard core" areas of Paterson and Passaic. All entrance requirements, except a driver's license and medical exam, were waived. All applicants were given the usual aptitude tests and whether they passed or not, they were hired. Those who did not pass were given a course in basic skills through the Board of Fundamental Education at company expense but on the employee's own time.

Until mid-summer, this company had hired five disadvantaged youths. Two had to be terminated and three were still employed. Of the three, two were black. The company was not satisfied with their initial efforts and were having difficulty locating new recruits.

Negative attitudes had developed toward the youths because of the problems encountered in the company's first experience .

Analysis

In analyzing the position of this company relative to assisting in the total job adjustment of the disadvantaged youth, the following company characteristics have been noted:

1. Wages are about average.
2. Fringe benefits, job security and company prestige are attractive.
3. The company is committed to help solve the problem even if it costs them to do so.
4. Top management directly supervises the problem of hard core assistance.
5. The company has an underlying human relations attitude that is both fair and firm.
6. Entry requirements have been waived for hard core employees and educational assistance programs are offered to those new people who do not pass the tests.
7. New employees are assigned with another experienced worker as a team of two. The team is "on the road" all day largely unsupervised.
8. The company provides a program called Urban Orientation to acquaint supervisory personnel with the problems of the hard core unemployed.

From the above characteristics, the following list of strengths and weakensses relative to total job adjustment can be drawn.

Strengths

1. The company is firmly commited to help and this commitment is sensed by the disadvantaged youths they hire.
2. Productivity expectations are waived during an indeterminate break-in period.
3. Basic education courses are available.
4. Promotion from within demonstrates to the disadvantaged youth that success does happen and it could just as readily happen to them.

Weaknesses

1. The highly structured personnel policies sometimes function against the disadvantaged youth.
2. Ninety percent of new employee's time is spent with his team partner (not the supervisor) who is not trained for this responsibility.
3. Those who fail the entrance tests are not as firmly accepted as are those who pass, so strong is the technical work ethic of this middle-class group.

Demonstration Programs

Orientation and Counseling

All newly hired from the "hard core" areas of Paterson participated in the orientation and counseling program of Operation Job Start. Even those recruited by the company's special recruiter were referred to Job Start for orientation and counseling.

Interracial Laboratory for Supervisors

Six first-line supervisors (those directly supervising the newly hired youths) participated in the supervisory training program along with representatives of other companies. These lab sessions were held on company premises and almost every week a member of management came in to observe. The supervisor selected by the company ranged in degree of negative attitude by the company's deliberate choice. This was their way of "testing" the program.

Career Track

This company had already extracted the simpler tasks from the usual entry level job and established a new entry position into which these youths were placed. They had not provided, however, for training on the job to ensure advancement into the normal job progression route of the organization. Management assistance was afforded in this regard by defining an appropriate "Career Track".

Management Orientation

A one day presentation was made to all management personnel regarding:

1. The developing of a sensitivity to the employee of disadvantaged background.
2. The recognition of practical on-the-job problems that top management's non-discriminatory policy evoked.
3. Ideas and suggestions to make the solution move faster and easier.

In-Plant Counseling

Weekly group sessions were arranged after hours for new employees of disadvantaged backgrounds. These were voluntary sessions as no compulsion nor inducements were offered. These group counseling sessions included all the youths recruited directly by the company.

Results

The positive results of the In-Company Demonstration were both immediate and long ranged. The chart below illustrates the productivity of the work unit to which the disadvantaged youths were assigned.

Chart II

	Average Daily Productivity Units	
Worker	1st Month	3rd Month
A	5.6	4.6
B	.303	5.4
C	3.8	7.0
D	4.2	8.4
E	5.2	5.1
F	.522	9.6
G	5.5	6.6
H	5.2	5.2
I	.345	6.4
Average - All Workers	3.4	6.5
Average - Experienced Workers	4.9	6.1

It is evident from these production records that whereas the youths detracted from the overall productivity of the unit during the first month,their productivity in the third month raised the overall productivity of the unit. By the third month, none of the three youths had the lowest productivity of the group, and one of the youths (Worker F) had the highest productivity of the group.

This program was watched closely by the corporate office of this company, and at the termination of the Operation Job Start Program, a conference was held with corporate representatives. As a result of that meeting, the personnel director with whom we worked put on a corporate assignment to coordinate employment, training, and management development efforts toward assisting the disadvantaged youth throughout the state.

DESCRIPTIVE RESEARCH

OPERATION JOB START

DESCRIPTIVE RESEARCH

Introduction

Operation Job Start was designed as a research and demonstration project concerned with observing the conditions within industries and companies where young adults from disadvantaged backgrounds could experience job adjustment and upward mobility in spite of handicaps such as being a high school drop-out, having limited job skills, and/or a poor work record.

Within the demonstration project, research procedures were designed to develop a profile of the characteristics of youth participants in order to:

1. Redesign the program more effectively to meet the youth's real situational needs.
2. Provide employers and agencies with a working description of disadvantaged youth.
3. Identify those characterisitcs of disadvantaged youth which tend to go together in order to provide the basis for multi-pronged corrective action.

In terms of youth participants, it was planned 1) to collect descriptive information of a wide variety of characteristics as well as characteristics of education, employment, living conditions and aspirations, 2) to treat the data statistically to identify general or common characteristics of the subjects as a group, and 3) by factor analysis to find out what characteristics seem to fit together into related patterns.

Subjects

There were 97 youths who participated in Operation Job Start. However, "drop out" occurred at various points in the program. Some registered but did not show for orientation. Some did not complete orientation. Some were not placed on jobs, and others did not return for counseling after job placement. This descriptive research study is based on 66 youths who completed the orientation program, were placed on jobs, and returned for counseling after job placement.

These 66 youths ranged in age from 17 to 43. Seventy-five percent of the subjects were between 18-22. Of the total group, 58% were black males, 29% were black females, 12% were females of Spanish origin, and 1% were males of Spanish origin. Ninety-four percent of the subjects were currently living in Paterson, and of these, 73% had lived in Paterson during most of their school years.

Educational achievement ranged from completion of the 4th grade to college graduate. (The college graduate was a girl of Spanish origin who had completed her education in Columbia before coming to the United States.) Of the total group, 89% had completed 10th grade or better, 45% were high school graduates, and less than 1% had education beyond high school. Fifty-five (83%) of the 66 subjects reported having at least one prior full time job before participation in Operation Job Start.

Materials & Methodology

Standardized testing materials related to subjects of this age group and background were not available. This necessitated the design, pre-testing, and pre-coding of original instruments for computer analysis.

Research Instruments

The instruments devised for this demonstration project included:

Intake Evaluation - This form was used to record a brief factual interview with each registrant to determine eligibility for the program.

Pre-Test Trainee Questionnaire - This is a lengthy, detailed questionnaire used to standardize the initial interview before orientation and counseling. The content includes family background, education and employment history, aspiration and attitudes toward self, toward racial structure, and toward employment.

Counselor's and Supervisor's Report - This is a rating scale embracing such characteristics as appearance, attitude, interest, etc. It was completed for each youth participant by his counselor at the beginning, middle, and end of orientation, and during counseling sessions at bi-weekly intervals after job placement. The same form (with scales added for job behavior items) was completed independently by the youth's immediate supervisor on the job during the first week after placement and at monthly intervals thereafter.

Drop-Out Form - This form, a series of rating scales, was completed by the counselor after contacting each drop-out. It was designed to elicit evaluative responses about the job situation, reasons for dropping out, and reactions to the demonstration program itself.

Company Check List - This form is a descriptive questionnaire completed by the management specialist during his interviews with company personnel and during observation of working conditions and facilities. It included factually descriptive information about the job situation as well as the interpretative comments of the management specialist regarding supervisory and management attitudes, working conditions, career opportunities, etc.

Procedure

Prior to participation, the Pre-Test Trainee Questionnaire was completed during an interview with an assigned counselor. During the pre-placement orientation and counseling sessions, and during the period of job experience, supervisors and management specialists completed other evaluative and descriptive questionnaires on each of the youths. The question: "What are the characterisitcs of these disadvantaged youth participants?" is answered by analyzing the responses to these evaluation forms and questionnaires.

Results and Interpretations

The results of the descriptive research serve to give a general profile of the youths who comprised this study. These characteristics are many and varied. Some relate to the factual circumstances of the youths present situation while others relate to their perceived needs, attitudes, and aspirations. The characteristics are discussed in the following categories.

Geographic and Living Conditions Information

Of the disadvantaged youths who were research subjects of Operation Job Start, 94% currently lived in Paterson. This in itself is not surprising, since our recruiting was focused on this area, but it is interesting when seen in the context of other geographic data: parental origins, youth's most recent prior location, youth's location when out of school and while in school, and youth's aspirations as to where he would like to be living within a year and within five years.

While 71% of the mothers and 60% of the fathers of the trainees were born in Southern United States, and only 8% of the mothers and 10% of the fathers came from the New Jersey area, 94% of the trainees themselves currently lived in Paterson with the other 6% from the very nearby Northern New Jersey area. In addition, a majority of the youths have lived most of their lives in the Northern New Jersey area with 65% showing this area as their prior address. Seventy-eight percent lived in this area when they left school, and 65% spent most of this years in New Jersey.

In working with these youths, it was evident that place of residence played an important role as a problem in job placement. Most of the youths would not take a job if it were more than one bus ride or more than a ten to fifteen minute walk away from home. This was especially so for the women and more so for the married women with children; their husbands would not let them travel and they themselves wanted to go home for lunch. Related to this is the expense involved in several bus trips. Geographic proximity did not mean easy accessibility when public transportation was not available. Often interviews and jobs had to be made extremely desirable in order to interest the youth even to consider them, and fairly good placements were rejected because of a desire to stay close to the Paterson area. Because of the movement of industry, more of the better employment possibilities are outside Paterson.

It is interesting to note that although most of the youths lived most of their lives in the northern New Jersey area, many had lived in other parts of the country. This played an important part when the youths were asked where they would like to be living in a year, and where they would like to be living in five years: 32% wished to remain in Paterson in a year, and 21% wished to remain in Paterson in 5 years. Many who chose to remain in New Jersey picked suburban locations, and 64% chose to leave New Jersey entirely.

With a desire to leave the Paterson area eventually, but a hesitation to leave immediately, it seemed that the first job preference was one within the nearby area. To work out of the area, jobs had to be found that appeared more desireable either in financial terms, possible advancement, and/or benefits.

In terms of current living conditions the number of people living with the youths ranged from one other person to fourteen other persons. No youths lived alone. Seventy-five percent of the youths lived with five or less persons. The number of rooms in the current residence ranged from one to eighteen. Eighty-five percent lived in six or less rooms; 39% of the youths rented or owned their own residence; 59% lived with parents, family or friends; 80% of the places of residence were rented.

The aspiration of the youths showed that 49% would like to live in a private house within a year and 62% would like to live in a private house in five years. Aspirational level for size of residence also was higher than present. Only 15% of the youths now lived in a residence of more than six rooms, yet, 25% would like a residence of more than six rooms in one year, and 37% would like a residence of more than six rooms in five years.

Rent on the youth's residence ranged from 9% at $25 or less a month to 36% at more than $150 a month; and of the amounts youths report contributing to this, 35% paid $25 or less per month; 33% were evenly distributed within a range from $26 per month to $100 per month; and 24% were paying $101 - $125 per month.

The aspirations of the youths in regard to this matter are interesting. The fact that none would like to be paying $25 or less per month one year from now, and only 7% would like to be paying $75 or less per month one year from now, possibly shows the strong desire to these youths to be more financially responsible and possibly more independent of their current family situations. The distribution of 64% of the youths wanting to pay between $76 and $150 per month, and 23% wanting to pay over $150 per month one year from now, closely matches the distribution of current rental payments of family, relatives or friends the youths now live with. This distribution does not change with stated aspirations of five years from now. It would seem then that, although the economic aspirations of these youths accellerate rapidly, these monetary aspirations are still unrealistically low in comparison to their aspirations for larger residences.

Educational Background and Aspirations

As mentioned earlier, 46% of the youths were high school graduates. This accounts for 30 of the 66 youth participants. Fifty-three percent of the youths indicated that they should have a high school degree in order to get the job they would like this year, but only 38% indicated a need for education further than high school for the job they would like in five years. Fifteen percent saw college as needed in order to get the job they wanted this year, and 38% indicated a need for college in five years.

These aspirations are rather low, given the fact that 46% already reported having completed their high school education, and, at the same time, the time span of expectation is rather unrealistic for some. College could not be a reality within a year for the 15% who indicated this.

Work History and Aspirations

Seventeen percent of the youth participants had no prior work experience; 85% of the subjects had one prior full-time job before Operation Job Start; 50% had two prior full-time jobs, and 20% at least three. However, work experience was more extensive than this when part-time jobs and summer vacation jobs were considered. Eighty percent reported from one to five jobs within the past year, and 85% reported from one to eight jobs within the past five years.

The range of number of jobs is from no jobs ever to 105 jobs held by one trainee who also reported a great deal of traveling around the country. Of those youths with prior job experience (55), 64% had received their first full-time job within three years prior to participating in Operation Job Start.

Income History and Expectations

An important variable in securing successful job placement, as well as in measuring degree and realism of aspiration, was that of income.

For those youths who reported one full-time job prior to Operation Job Start, the average hourly wage when they began that job was $1.61 with amounts ranging from $0.16 to $3.12 an hour. When they left the job, the average hourly wage was $1.70, ranging from $0.16 to $3.12. The extremely low end of the wage range is accounted for by some type of employment paying a weekly training figure or apprenticeship (nurse's aide or a poverty program) rather than a salary from a company as such.

For those youths reporting two prior jobs, the average hourly wage when they began the second job was $1.82, ranging from $1.30 to $2.91. When they left this job the average hourly wage was $1.92, ranging from $1.30 to $3.90.

For those youths reporting three prior jobs, the average wage per hour when they began the third job was $1.93, ranging from $1.40 to $2.70. When they left this job the average hourly wage was $2.03, ranging from $1.40 to $2.75.

The average hourly wage expected in one year's time is $3.43, in five years, $4.03. The range of wages expected in a year is from $0.10 an hour to $7.00 an hour, in five years, it is the same. Here the particularly low figure of $0.10 per hour is reported by subjects expecting to make a career in the military and estimated wages accordingly.

Two additional questions measuring income aspiration were asked: How much do you need to earn as take-home pay per week now in order to just get along, and how much do you need to earn now as take-home pay in order to be comfortable? Here the low level of aspirations in terms of income is readily apparent.

The average take-home pay that the trainee felt he needed to get along was $74 per week; on the average, this is only $6 higher than the last earned income he reported. What is even more surprising is that the average estimated take-home pay required in order to be comfortable is $93 per week, which is only $22 higher than the average earned income reported on last job, and only $21 higher than the average income reported as required to just get along.

In discussing lack of realistic aspirations, with both over and under-estimation, it was apparent that there was not one group but many subgroups.

A first division was in terms of past job history: some have had many part-time, or many short-length, full-time jobs, whereas others have had one or two jobs. Some were just out of school and have had only summer job experience. A further division was made on the basis of skills and aptitudes, willingness and potential for training.

In asking whether expectations in terms of salaries and other areas are realistic or not, all this must be taken into account. Those youths who have had more work experience than others and know what jobs they would best fit, have a generally realistic aspiration. Those with one or two jobs, or out of school recently, are just guessing most of the time.

An additional factor was that in recruiting these youth, specific jobs available were described in order to interest them in coming to Operation Job Start. When asked this series of questions, then, many gave figures that they recalled from our recruiting staff; many, also, were afraid to guess too high and be eliminated from possible placement.

Job Search Behavior

There are a number of standard job search behaviors that people engage in, including: going "cold" to a company, asking friends or relatives, asking "around", using the services of the state employment office, going to a private employment agency, using the community poverty agency, local politicians, unions, want ads in newspapers or school placement services, etc.

The most widely used form of locating jobs was through want ads in newspapers: 85% of the trainees had used this sources, with 83% learning of jobs through friends or relatives, 77% through the state employment office, 74% by going cold to a company, and 71% by "asking around"" 41% had used a community agency, 27% a private employment agency, 20% a school placement service, 5% a union, and 3% local politicians.

Although want ads are the most frequently used source of learning about available jobs, only 37% of the trainees were ever hired for a job through this source and only 14% found a job where they remained for at least a year or more.

The next most frequently used source, through friends and relatives, provided employment for 52%, and 26% of these jobs lasted at least a year or more.

In contrast, the next most frequently used source, the State Employment Office, provided employment for 49% and only 17% of these remained at least a year or more.

On the other hand, going "cold" to a company provided employment for 47% and 32% of these jobs lasted a year or more, which is the highest rate of all the resources. The use of the other resources is minimal.

The most successfully used resource was going cold to a company. The most frequently used source was newspaper ads. Community agencies were used less frequently than just "asking around for a job," and, although the state employment office was one of the more frequently used sources for jobs, very few of the jobs found lasted as long as a year.

In summary, this descriptive data presents a profile of a black youth who so far has spent most of his life in the same city, whose present geographic work areas is circumscribed by normal walking distance or one short bus ride from home, but whose aspiration is to leave the state eventually. Both his parents were born in the South. He does not live alone but with three or four others, either parents, family or friends, and contributes about $64 a month toward a five-room rented apartment. He is a high school graduate, and the odds are he has ruled out further education. He has had no difficulty in getting a job, but has had problems in holding one. He has already had many part time jobs and at least two full time jobs. The first job was at least three years prior to enrolling in Operation Job Start. He more often got jobs through his friends or by going "cold" to a company. His past earnings were about 30% better than minimum wage, but his aspirations not much higher.

In general, he is oriented toward his immediate situation, working in the area, seeking no further education, earning as much as he can at the expense of passing up long-term or career opportunities.

Attitudinal Items

Attitudinal items, relating to such areas as self-concept, satisfaction with present situation and aspirations for the future, perceptions of the world, motivations and interests, and perceptions of home life comprised the last section of the Pre-test Questionaire, and were scattered throughout the questionaire as well.

By performing factor analysis on the fifty items of the questionaire, we were able to discover what items seemed to go together,that is, what groups of items were frequently answered in the same pattern by the youths. Each of these groupings is called a factor and the following describes each factor and lists the response items that were grouped together.

Factor I

This first factor appears to be related to perceived discrimination by whites, perhaps white racism, and perception of the opportunity structure. What is interesting here is the youths' tendency to overevaluate the home life positively to the degree that discrimination and lack of opportunity by others is seen as keeping them down.

Response Items for Factor I

Negroes and Puerto Ricans who did the same work as whites usually get paid less than whites.

I believe that most people treat others more by what they think of their race or nationality than by the sort of person they are.

The police are tougher on Negroes and Puerto Ricans than they are on most other people.

Most white people try to take advantage of non-whites.

Discriminatory practices by the white society lie at the root of the ghetto unrest.

White people usually think they are much better than people different than they are.

White people without high school degrees can succeed in getting good jobs anyway.

My home life was usually a warm and comfortable situation.

Factor II

Factor II seems to be comprised of a destructive reaction to frustrations in the world, along with an anti-authoritarian questioning of decisions of authorities. The youths' feeling of having problems with life that are too much for them may mean that the tremendous feelings of extreme frustration are too much and relate to this need for smashing.

Response Items Loading on Factor II

At times I have a strong feeling to do something bad or shocking.

I usually am a rebellious person.

I often feel that I have problems with my life that are too much for me.

At times I feel like smashing things.

I often like questioning the decisions of people who are supposed to be authorities.

I have often either broken rules and regulations or really wanted to.

Factor III

This factor seems to relate to a pride in, versus lack of pride in, minority group status, including a personality aspect related to ethnic identification, with a feeling of not being able to do things as well as others, and a perception of their home life as one in which parents often lost their tempers for no reason. If they perceive the minority groups described to them negatively (being members of minority groups themselves), this is related to a negative self-image, and a negative evaluation of their family situation.

Response Items Loading on Factor III

I am able to do things as well as most other people.

Negroes usually do not worry very much about their children's future.

My mother often lost her temper with me for no reason.

My father often lost his temper with me for no reason.

Factor IV

The factor is composed of items that appear to relate a feeling of helplessness, a tendency to go along with authority, and a need for conformity; this might be interpreted that the more alienated a subject feels, the more likely he is to turn to a strong leader.

Response Items Loading on Factor IV

I sometimes feel that I have no one to turn to.

It usually helps the child in later years if he is forced to conform to his parent's ideas.

We should be grateful for leaders who tell us exactly what to do and how to do it.

Factor V

This factor appears to reflect a certain amount of socially desirable responding with youths reporting a highly positive picture of themselves, with an expression ostensibly of sympathy, and compassion for mankind. It may well be that this sympathy and compassion is a projection of their own problems, as seen by the related item of a need for someone to take care of them by solving all their personal problems for them.

Response Items Loading on Factor V

It upsets me very much to see another person suffer.

I think that I am a person who cares about the feelings of other people.

I feel a real compassion for people.

I'd like it if I could find someone who would tell me how to solve my personal problems.

Factor VI

This last factor seems to be a measure of social desireability, with the respondents painting an extremely positive picture of the home and family life.

Response Items Loading on Factor VI

I usually had everything I needed in terms of food and clothing at home.

My mother was strict with me, but usually a good person.

My father was strict with me, but usually a good person.

My brothers and sisters and I, and anyone else who lived with us shared whatever we had and usually did O.K.

A second factor analysis was performed on 45 attitudinal items scattered throughout the questionaire, relating to satisfaction with present conditions, evaluation of past jobs and schools, of teachers and supervisors, and friends in these situations, feelings towards additional training and work situations, and perceptions of programs similar to ours.

A preliminary inspection of the analysis shows the following response groupings.

Factor VII

This factor seems to be descriptive of the components that go together as general job satisfaction for the youths. Whether a job is interesting or boring related to the youth's feeling of the importance of his job to the company; this goes with a diminished self-evaluation and is related to perception of supervisors, and to the number of friends on the job.

Response Items Loading on this Factor

Was your last (most recent) job usually interesting or usually boring?

Did you feel that your job was important to the company?

Some people think that their job makes them feel like a nobody. Talking about this job, would you agree or disagree?

In general have you liked your supervisors?

(Think of the one supervisor you liked best.)

How well did you like this supervisor?

How important was this supervisor to you?

(Talking about your one main supervisor at your last job) How well did you like this supervisor?

Did you think your supervisor was fair or unfair?

Do you still have friends that you made at your last job?

Factor VIII

This factor seems to be a measure of racial experience, where it might be generalized that if it is true of teachers and pupils, it is true of friends.

Response Items Loading on This Factor

In general were your teachers your race, nationality or other?

In general were your friends at school your race, nationality or other?

Were the students when you went to school your race, nationality or other?

Factor IX

It seems that a level of aspiration of willingness to move into management increases if subjects have had work experience with people of their race, which may well indicate that where there is poor identification in preponderantly white situations, the subjects show low aspiration to move up in the work situation.

Response Items Loading on This Factor

Have your supervisors at your full-time jobs been your race, nationality or other?

Were most of your friends at your last job your race, nationality or other?

Were most of your fellow workers at your last job your race, nationality or other?

Would you be interested in getting a better job than you've had in the past at more pay, if you had to "boss" someone else?

If the training program meant that you would be trained for a job that would make you a part of management, like a foreman or supervisor, would you be willing to take part in it?

Factor X

This factor seems to be composed of a self-image based on prior positive experience, related to a confidence in being able to take on a better job with more responsibilities and training for another job at more money. It might be said that people whom other people ask for advice are more likely to be leaders. This would be important in terms of training and selecting youths for training: that to motivate youths they must have a genuine feeling of importance and that they are unlikely to suceed without this.

Response Items Loading on This Factor

(At your last, or most recent job) How often did workers around there (not your foreman) ask your advice about personal things?

How often did workers around there (not your foreman) ask your advice about things to do with the job?

Would you be interested in getting a better job than you've had in the past at more pay if you had to take on more responsibilities?

If a training program was offered where workers doing your kind of work could learn to do another job that paid more money, how interested would you be in taking part in it?

Factor XI

It appears that the more positively subjects liked some "significant other" in their pasts, the more optimistic they are concerning their future, and with no one in this role, they felt less optimistic. The role of the counselor might then be to fill in this role of "significant other" where it is missing, to be favorable and important to the subjects, because without this person, there is a diminished evaluation of aspirations and diminished willingness to try on the part of the subjects.

Response Items Loading on This Factor

(What job would you expect to have in five years?) What do you think your chances are of getting this job?

(Think of the one teacher you liked best)

How well did you like this teacher?

How important was this teacher to you?

(During those years when you were attending school, if you had a personal problem not concerning school work, to whom did you usually go to talk about it?) How well did you like this person?

How important was this person to you?

Factor XII

Again, a social desirability response if found here, with an overly positive evaluation of current home life and of programs and organizations similar to Operation Job Start.

Response Items Loading on This Factor

I'd like to ask you about where you live.

How do you feel about it, are you satisfied with your present home?

Are you satisfied with the amount of space you have?

(How did you come to our Program?)

(Are you familiar with any other organizations working in the community?)

Do you think these organizations and programs are usually good or bad?

Do you think these organizations and programs can be useful to you and helpful with your problems?

Additional analyses of existing data are possible. Those presented here are by no means intended to be conclusive or exclusive. They are the preliminary analyses that could be conducted within time constrainments of this project.

PSYCHOLOGICAL IMPLICATIONS

OPERATION JOB START

PSYCHOLOGICAL IMPLICATIONS

Because of the depth of personality dynamics involved in this particular social-economic problem, was asked the Director of Orientation and Counseling Program, himself a Negro from French Guiana, who was a psychologist by profession, to summarize his personal insight into the various aspects of Operation Job Start.

As the Job Start psychologist, my goal was directed primarily toward the understanding of the functioning of the disadvantaged or "hard core" group of individuals, and to serve as a catalytic agent for "this group" to function adequately in all areas - particularly on the jobs where they were to be placed.

Various tools or instruments were utilized for this purpose, but the results were not very rewarding. The disadvantages outweighed the advantages. However, the entire program would be viewed as a learning situation for future research of a similar nature. Tools that were used in orientation and counseling to help trainees and staff achieve their objectives in industry were:

1. Research questionnaire
2. Workshop, counseling sessions (structured and unstructured)

3. Presentation of selected films depicting the negative and positive aspects that one encounters in the working world and how one can or cannot adjust adequately.
4. Tests
5. Job interviews (real and mocked)
6. Job placements
7. Post-placement counseling, evaluations, and follow-ups for a period of three months.
8. Stipends

The following gives a detailed description of the pros and cons of the above tools or instruments that were used.

Research Questionnaire

This consisted of approximately 359 questions - seemingly designed to tap "areas such as family geographic origin, and mobility, education, training, work history, etc." Trainees were reluctant to answer the questionaire on seeing it, despite the directions.

They manifested their reluctance directly by stating they did not want to take it, and indirectly by heavy breathing, negative facial expressions, gestures, and mannerisms. More than half of them thought it was "too long and loaded". The others said they were bored and answered haphazardly in order to get it over as quickly as possible. A few, after taking the questionnaire, did not enter the program.

Workshop and Counseling Sessions

The trainees seemed to have enjoyed group discussions after interests, motivations, talents, likes and dislikes were explored as a means of directing goal-centered activities. Trainees who had been quite inhibited recognized that they had to be "shaken up" in order for them to see their mistakes and then come out into the open with their pent-up feelings of hostility, hate and fear. The psychologist observed that some trainees functioned well in structured situations, but as situations became less structured and stressful, they became quite offensive, aggressive and hostile to others. After the group sessions were over they were seen individually and given supportive counseling to relieve their anxiety and keep them from dropping out of the program.

Presentation of Selected Films

"Morning for Jimmy", "Road Ahead", "I'm Sorry, Hooked", etc., seemed to interest trainees greatly. They were very attentive and participated lively in discussing the pros and cons. There seemed to have been a significant change in attitude and behavior after seeing and discussing the films. Motivation was stronger, and they experienced sentiments of their determination to succeed despite negative influences and barriers. Insight seemed to have been gained in overcoming obstacles.

Tests

Tests that were administered:

Revised Beta Examination - in order to measure the mental ability of trainees without requiring them to read. The I. Q. ratings ranged from 54 to 116 with a mean score of approximately 80.

Gates-MacGinitie Reading Tests, Form D - to measure vocabulary, comprehension, speed and accuracy. The grade level ranged from the 2nd grade to the 12th grade. The mean grade level was at the 5th, approximately.

The Wide Range Achievement Test (Arithmetic)-in order to find out the level of skill in arithmetic computation. The grade level also ranged from the 2nd to the 12th with a mean at the 5th grade level approximately for the groups.

Wonderlic Personnel - to aid in evaluating the mental ability of the trainees. The raw scores ranges from 6 to 23 with a mean score of 8.

Minnesota Clerical - to measure the aptitude for certain aspects of clerical work. Using inexperienced general bank clerks norms. The percentile for numbers ranged from 3rd to 63rd percentile, and for names, the range was from 2nd to 60th percentile. The mean percentile scores were 23rd for numbers, and 20th for names.

Short Form Employment Test - designed to provide the three kinds of scores which experience has shown to be the most effective predictors of satisfactory performance in office work. For SET CA, the percentile scores ranged from Ist percentile to 80th percentile, with the mean at 18th percentile. For SET N-2, the percentile scores ranged from 5th to 50th. The mean score was at the 20th percentile. For SET V-2, the range was 5th tO 30th with mean at the 12th percentile.

Bennett Mechanical Comprehension Test - AA Form - to measure the ability to understand mechanical relationships and physical levels in practical situations. Three individuals were given this test since they claimed to have mechanical skills and were interested in jobs of such nature. Their scores were at the 20th, 25th, and 60th percentile, based on norms for industrial groups.

Typing Tests for Business - applicants for all kinds of typing jobs were given these tests. Their speed ranged from 30 to 55 words per minute.

Thematic Apperception Tests - given so that trainees can reveal some of the dominant drives, emotions, sentiments, and conflicts of their personalities. Significantly, all the trainees of the "hard core type" revealed deep feelings of hostility, aggression, dependency, inadequacy, deprivation, and rejection. They viewed the world as a hostile and rejecting place in which to live, and in order to survive they are forced to over-compensate with aggression and hostility.

Mooney Problem Check List (Adult Form) - used to help trainees express their personal problems so they can be counseled and guided effectively as to how to handle and solve them. Interestingly, most of their problems centered in the areas of health, home, and family relationships, economic security, and jobs.

Most trainees attitudes towards tests were negative. They showed passive resistance to taking them despite an explanation as to why they were given, i. e., to aid in appropriate placement, not to exclude them from jobs, for practice in test taking, and also it was a learning experience. It seemed that they had been previously exposed to the frustrating experience of job exclusion on the basis of low test scores. Moreover, tests reminded them of school settings where they had previously failed. In fact, several trainees voiced those sentiments about tests. Those expressions and impressions of the trainees seemed to have some merit or validity, since some participating companies did reject them on the basis of their low test scores. This seemed to have been another reason for the high rate of dropouts prior to placement and after placement interviews.

Job Interviews

During the World of Work Workshops in orientation, films on job interviews were presented whereby the trainee saw how one's assets and strengths were emphasized and how one's liabilities were overcome. In addition to the films, the trainees were engaged in role playing on job interviews followed by enlivened and open discussions. After they gained insight, confidence, and could handle a job interview well, they were sent out on a real job interview toward the end of the orientation period. After job placement interviews, some of the trainees were successful in obtaining jobs, others were not successful because:

1. They did not pass the test.
2. The job did not suit them.

Those trainees who were not successful in getting the jobs were very disappointed, their frustration tolerance grew low, hostility became great, and consequently, they dropped out of the program.

Most of those trainees who were placed on jobs gave negative "feedbacks" on the companies where they were placed despite management supervisory sensitivity programs. The "negative feedbacks" were that one company insisted trainees work nearly every day overtime whether they wanted to or not. If they refused, they were threatened with loss of jobs. They also stated that another company did not give coffee breaks, and they had to do menial jobs at very low pay.

Post-Placement Counseling

There were very few trainees who returned for post counseling, and those comprised mainly of individuals who were satisfied with the companies in which they were placed and were doing fairly well on the jobs. Some of the trainees who were not satisfied with their company returned once or twice, stated their gripes, and then quit despite rational and supportive counseling. It seemed that negative and frustrating effects reinforced feelings of hostility, despondency, fear, and discrimination and inadequacy.

In the opinion of the psychologist, some participating companies did not seem to modify their pre-existing attitudes or behavior towards the "hard core". Having been faced with such frustrating situations on the part of trainees and supervisors, the firing and quitting job rate was high. Many trainees were dissatisfied over the "hostile treatment" on the jobs, and mentioned that the companies were not ready to accept them without prejudice.

Other negative factors were:

1. Staff turnovers, involving counsellors, directors, management specialists, etc. Both the trainees and companies may have been subjected to different approaches and techniques in a relatively short time as a result of this and may have adopted indifferent attitudes.
2. Hardships, like transportation to and from job sites on the part of trainess particularly those of the "hard core" type. These may have also contributed to poor post-placement

counseling attendance. Motivation to come was not too strong. It was also observed that trainees were not exclusively of the "hard core" variety. Their background, that is usually, morally and intellectually varied significantly in some cases as well as their expectations and aspirations. In other words, there were recruiting problems. Groupings in some instances were too heterogeneous even in terms of age, and this might have tended at times to inhibit free and open discussion.

In conclusion, I will venture to state that many trainees gained significantly in insight, judgement, and understanding during counseling sessions, and have entered or re-entered the world of work very enthusiastically, but the traumatic impact of the jobs and supervisors have forced them to quit or get fired as related by them, and the ultimate goal of the Job Start psychologist to get a significant number of hard core unemployed from disadvantaged backgrounds to modify or change their hostile attitudes towards industrial businessmen so they can function on the jobs adequately, has not been accomplished in this program.

Significant changes and adjustments in modus operandi as a result of observations and insights gained from this research project have to be adopted to the next program of a similar nature.

Some of those changes and additions should be:

1. Three pre-planning laboratory sessions for staff members should be conducted by program director and research specialist to discuss the various techniques that are to be employed and the instruments that are prepared for use.

2. Four orientation sessions with participating company supervisors should be held to acquaint them thoroughly with the program and what is expected of them prior to placement of trainees, and sensitivity training for supervisors. Very good relationships could be also established during the orientation sessions which could lead to better participation and interest in the program.
3. A good recruiting system relying more on staff recruiters should be established prior to start of the research program rather than depending entirely on other agencies to supply trainees.
4. Employers and supervisors should be sensitized in the uses and benefits that can be derived from tests to aid trainees' progress on the jobs rather than using low test score for the purpose of eliminating trainees from the jobs.
5. Trainees should be placed on jobs which are easily accessible within the limits of public transportation.

Cedric London

APPENDIX A

ORIENTATION PROGRAM

Operation Job Start

Orientation Program - Monday

Time	Topic & Discussion Focus	Presentation & Visual Aids	Conference Leader
8:45 - 10:00	Welcome & Get Acquainted Session Introductsions of staff and trainees, description of Operation Job Start orientation program. Trainee expectations from program, stipend payment plan & schedule, brotherhood fund loan plan, Job Start rules and courtesies ..	Vu-graf, chalk, talk and discussion	
10:00 - 10:20	Achievement Motivation Test		
10:20 - 10:30	Morning Coffee Break		
10:30 - 12:30	World of Work Workshop Work experiences of trainees, analysis of job tasks in relation to likes, dislikes, satisfactions and frustrations.	Discussion and compilation of individual interests on worksheets and check list	
	Analysis of aptitudes and training required for new vocations.		
12"30 - 1:00	Lunch		
1:00 - 2:30	Self-Discovery Workshop Exploration of interests, motivation and talents, community resources	Guided discussion by psychologist Film: Morning for Jimmy	
2:30 - 2:40	Afternoon Break		
2:40 - 4:00	Self-Discovery Workshop Exploration of influences that have had positive and negative effects on job selection and motivation	Guided discussion by psychologist	
4:00 - 4:45	Individual Counseling	Review of Job Opportunities in N.Y. Times & Local Paper	
4:45 - 5:15	Counseling staff post-meeting evaluation session	Begin compiling job preference folder	

Operation Job Start

Orientation Program - Tuesday

Time	Topic & Discussion Focus	Presentation & Visual Aids	Conference Leader
8:45 - 12:00	Self-Discovery Workshop Attitude Testing, trainee's attitudes toward testing, xperience	Pre-test Attitude discussion, Administration of tests: Revised Beta-35 min., Achieve.-40 min., Read.-1 hr., Post-Testing Attitude Discussion	
12:00 - 1:00	Lunch		
1:00-2:30	World of Work Workshop Employment Procedures: Application, Preliminary Job Interviews, Skill & Aptitude Testing, & Final Interviews	Guided Discussion & Practice	
2:30 - 2:40	Afternoon Break		
2:40 - 4:00	World of Work Workshop Job Interviews Emphasizing, Presenting Assets and Overcoming Liabilities	Role Playing, Group Discussion, Film: Job Interviews (Part II)	
4:00 - 4:45	Individual Counseling		
4:45 - 5:15	Counseling Staff Same as Monday		

Operation Job Start

Orientation Program - Wednesday

Time	Topic & Discussion Focus	Presentation & Visual Aids	Conference Leader
8:45 - 9:30	Self-Discovery Workshop Aptitude tests, attitude towards taking tests, additional experience in test taking needed	Administration of tests by Psychologist, Post-testing discussion	
9:30 - 12:00	Role-Playing Interviews	Guided Discussion, Film: Job Interview (Part 1)	
12:00 - 1:00	Lunch		
1:00 - 2:30	Self-Discovery Workshop Individual Differences		
2:30 - 2:40	Afternoon Break		
2:40 - 4:00	Money Management		
4:00 - 4:45	Individual Counseling		
4:45 - 5:15	Counseling staff post-meeting evaluation session		

Operation Job Start

Orientation Program - Thursday

Time	Topic & Discussion Focus	Presentation & Visual Aids	Conference Leader
8:45 -10:20	Self-Discovery Workshop Relationship of physical well-being, appearance, dress, health to job success and advancement	Film: Fitness for Leadership, Discussion	
10:20- 12:00	Self-Discovery Workshop Physical fitness as related to alcohol, smoking and drugs	Film: Hooked Drugs & Nervous System	
12:00 - 1:00	Lunch		
1:00 - 2:00	World of Work Workshop Guest speaker giving his company's standards for employee selection	Lecture & Question & Answer Period	Guest Speaker from Industry
2:00 - 3:00	Communications Workshop		
3:00 - 3:10	Afternoon Break		
3:10 - 4:00	Communications Workshop		
4:00 - 4:45	Individual Counseling	Review of Job Opportunities in N.Y. Times Classified & Local Paper	
4:45 - 5:15	Counseling staff post-meeting evaluation session	Begin compiling job preference folder	

Operation Job Start

Orientation Program - Friday

Time	Topic & Discussion Focus	Presentation & Visual Aids	Conference Leader
9:00 - 11:00	Recap. & Review	Film: The Road Ahead, Discussion	
11:00	Give Job Interview Assignments		
11:00 - 4:00	Job Interviews (Two or Three)		
4:00	Report back to Human Development and Education Corp. on progress		
	Recap. and Review		

APPENDIX B

CASE STUDIES OF SIX YOUTH PARTICIPANTS

Case History of Roberto T.

Background

Roberto is an 18 year old, Spanish-speaking youth, born in Puerto Rico. He was referred to Operation Job Start by the N.J.S.E.S.

Upon intake, Roberto was friendly and relaxed, and he related well to the interviewer and spoke freely. Married, with no children, he and his wife lived with his parents. An arrangement with which he was quite satisfied. Both his parents work.

Roberto was unemployed at the time he entered Job Start. Prior to this program he worked as a machine operator and electrical installer for slightly less than two years. His work record was excellent. Roberto left because he felt the job was a dead end.

Current Status

Upon completion of Job Start orientation, Roberto was placed with a company that did not participate in the Management Assistance programs. A series of counseling follow-up reports indicate that his employer was very pleased with Roberto's conscientious and friendly manner. Roberto himself stated that Job Start provided him with a satisfying job in which he feels he can grow.

It was discovered after his placement that during orientation Roberto worked a third shift job out of a deep motivation to remain productive and dutiful to his family.

Case History of Edward B.

Background Information

Edward, a 19 year old Negro, was referred to Operation Job Start by one of the participating companies when he did not pass their physical examination. He was single, spoke English and Spanish and lived with his parents. His father worked for a large public utility for 30 years. His mother was a housewife.

Edward graduated high school and had entered college but left after one semester. At the interview, Edward gave a strong impression of a sincere desire to finish college as soon as he could make some money.

Prior Work History

Because of Edward's congenial personality and his ability to handle himself well in interviews, he has had little problem with employer acceptance. He dresses well and has done well on prior jobs. He had worked for six months as a meter reader and had held two jobs as a shoe salesman.

General Behavior Observations

During orientation, Edward appeared very well motivated and talked easily. Because of his easygoing nature, he had a tendency to appear undetermined. His lack of punctuality also made it appear that he wasn't putting out his full effort.

Placement

Edward was referred to the local office of a National Chain of shoe stores and Edward's first follow-up report showed that he liked his job. His salary was $85.00 per week. He was very pleased and hoped to become an Assistant Manager in a new store soon. He is still hard at work and improving.

Case History of Emma C.

Background

Emma is an 18 year old Negro girl who was referred to Operation Job Start by the local Community Action Program.

She was born in a relatively small town in South Carolina where her initial work experience was as a part-time farm worker. For the past eighteen months she has been living with a female cousin in Paterson, but she states that ultimately she would like to return to the town in which she was born. Emma has one brother and a sister both of school age in South Carolina. Her mother died when she was comparatively young and her father, a janitor, was the principal support of the family while she was growing up.

Emma completed her high school education with honors. Her course of study was academic - college preparatory - and she stated in her first interview with her counselor that she would like to enter college.

Emma graduated at the top of her high school class and exhibited good reading and excellent math ability. Upon entrance to Operation Job Start program, she stated that she wished to find a job where she could save enough money to apply for college. If possible, she wished to work where she could learn business machine operations or bookkeeping skills so as to utilize her math ability.

Behavior Observation

Upon intake to the program and during the course of orientation Emma was seen to be shy and uncommunicative. She had a pleasant manner and neat appearance, but her affect was flat. The most distinguishing feature of her behavior was the quietness and sense of her being a "loner" and aloof from others. She faithfully reported to all the sessions despite her obvious difficulty in relating to the others undergoing the same orientation. Emma was so poor that her clothes were pinned together and extremely illkept. The prospect of a job was so beyond her expectations that she cried when she was told she was hired. Emma was loaned money from the Brother Fund to take care of her appearance and get the clothes she would need the first day. One of the counselors took her shopping. Within two weeks of employment, she paid back the Brother Fund for the money borrowed.

Upon completion of the orientation program, Emma was placed in a local bank as a trainee in machine operation. During her first three to six months on the job she was given on-the-job follow-up counseling through Job Start. Initially, her supervisors rated Emma as very difficult to learn new duties and having inadequate skills. Because of her shyness and rigidity her work output was very low and of a consistently low quality. It was felt however, that familiarity would help her to gain confidence in herself since she completely refused to ask questions of her supervisor whenever she got into difficulty. At this time although she was meticulous and very punctual, it was felt that she showed very low potential for advancement.

A follow-up of Emma one month after placement, showed very positive signs of improvement. Emma kept much less to herself and was seen by her supervisors as friendly, knowledgeable in her work, and willing to take responsibility. One comment was that she was easy to talk to. Although she was still seen as passive, she seemed anxious to get ahead. Despite the positive changes, Emma was quite critical of the counseling and training program.

Emma at the present time is expecting a raise and is still on the job at the bank.

Case History of James A.

Background Information

James A. was a 20 year old Negro referred to Operation Job Start by the Youth Opportunity Center of the N.J.S.E.S. He was born in South Carolina but spent most of his life in Paterson and lives with two aunts who have been his principal support. James comes from a broken home and his father's whereabouts are unknown. His mother is on welfare. James has three brothers and five sisters but has no idea what they are doing.

During the initial interview, although his attitude was generally pleasant, he appeared unmotivated and stated his interest in full-time employment. He wrote music lyrics, has had some exposure to the record industry and was interested in somehow getting involved as a technician. James wanted to get a full time job in shipping and receiving until he could make enough money to go to school.

Prior Work Experience

James has held various jobs. One was as a shipping clerk which he left after nine weeks because he felt there were too mamy duties and he didn't like the work. He also worked as a part-time painter and as a hospital aide while in the Neighborhood Youth Corps.

Behavior Observations

His attitude seemed cooperative during the interview and although his relationship with peers and family seemed good and he appeared self-assured, his attitude toward work was tinged with sullenness and apathy.

Placement and Work Adjustment

James was placed with a large commercial bakery, quite some distance from downtown Paterson, as an order maker and stock handler. His trainee progress report stated him to be poor in willingness to work, dependability, and acceptance of supervisors. James' immediate supervisor found him "hard to approach and said James seemed to have something bothering him."

Follow-up by Job Start counselor found him dissatisfied with his job and with his supervisors. However, further follow-up a month later found him improving rapidly in both his output and relationship with his supervisor. In the meanwhile, he had been threatened with being fired if he did not shape up.

Current Status

James is still on the job and steadily improving. It should be noted, however, that the company has not all been indulgent to him. They do not participate in the Interracial Laboratory, look upon Operation Job Start as a recruiting source, prefer hiring people of Spanish origin, and take an attitude of each employee must "shape up or ship out". James made up his mind that he would not get fired and would take full responsibility for this. That he has made this job adjustment despite the hardships is all the more to his credit.

Case History of Louis R.

Background Information

Louis R., a personable Negro youth, 18 years of age, was a high school graduate and lived with his parents at home. Louis had three brothers (one in service) and one sister. He was referred to Job Start by one of the participating companies because they did not have an opening at the time.

Behavior Observation

Louis was bright, energetic and insightful. He displayed a well-motivated attitude toward the world of work and refused to compromise (in a realistic way) where his goals were affected.

Work Experience

Before entering Job Start Louis filed prints at an engraving firm part-time and upon graduation from high school he conducted a three month job search but without success.

During orientation he expressed an interest in electrical installation and was referred to a large electrical manufacturer where he was given a job in that area. After two months he transferred to a large public utility at a higher rate of pay. His goal was to go to college if he could get the money.

Follow-up counseling reports showed Louis to be an almost ideal worker. He has expressed a very positive attitude toward Job Start for "getting him off center" and it is felt he is well on the way to realizing his goals.

APPENDIX C

INTERRACIAL LABORATORY FOR SUPERVISORS

INTERRACIAL LABORATORY FOR SUPERVISORS

The Interracial Laboratory for Supervisors is a multi-discipline approach combining the dynamics of the laboratory experience and the context of supervisory functions to produce changes in inter-personal behavior that will have self-sustaining, practical and meaningful expression on the job.

The Laboratory Approach

Primary to behavioral change is knowledge and attitude modification. Through the laboratory technique each participant has an opportunity to explore and understand the emotional dynamics of his behavior mode and that of others, to interact with others apart from the structural relationships and to try out new modes of behavior.

Since the real objective is to produce not just conceptual changes but continuous changes in behavior on the job, phases of the laboratory sessions develop progressive individual involvement. Each phase moves closer to continuous, self-sustained day-to-day interaction on a face-to-face basis between supervisor and worker, and in this way reaches beyond the program itself.

Supervisory Context

The Interracial Laboratory for Supervisors draws its context from the usual interactions between supervisors and workers. Training, indoctrination, counseling, judging performance, etc., provide a context so that the supervisor can participate with familiarity not only in the discovery phase of the laboratory sessions, but also, in applying what is learned on the job. The use of the supervisory context also serves as a familiar context common to all participants.

Professional Staff

The Interracial Laboratory staff presents a multidisciplinary approach to human relations problems. Not only do all have extensive experience in the field of interracial behavior and personal skill in the techniques of group dynamics, but together they represent the creative and the practical approach in solving problems.

The Laboratory is itself a real interracial experience because the professional staff is interracial, and each of the participants is drawn into interacting with the black and white members of the staff.

The Program

The Interracial Laboratory for Supervisors is a 16 hour program designed in such a way that it can be scheduled in various ways to fit a company's particular needs. Two additional case study sessions are optional.

1. Eight two-hour sessions can be scheduled semi-weekly, weekly, or bi-weekly during or after working hours.
2. Two full-day sessions can be scheduled on week days or weekends.

The 16 workshop hours are spent as follows:

Session One: Becoming aware of the other person - the culturally different person - seeing our differences and theirs. (2 hrs.)

Session Two: Communication: establishing dialogue with the culturally different person. (2 hrs.)

Session Three: Making dialogue meaningful to both different parties and working toward collaborative integration of interest. (2 hrs.)

Session Four: Judging people from a different perspective and using evaluative skills in selection and performance evaluation to uncover the motivational keys to culturally different people. (2 hrs.)

Session Five: Influencing people who function from a different value set, in such situations as recruiting, orientation, and day-to-day coaching on the job (2 hrs.)

Session Six: Handling instructions and training on the job for employees from different cultural backgrounds. (2 hrs.)

Session Seven: Exploring ways to modify the work situations in order to capitalize on cultural backgrounds. (2 hrs.)

Session Eight: Taking an audit of the effectiveness of personal management skills and developing

Session Eight Continued:	a personal style of leadership appropriate to those who are culturally different. (2 hrs.)

Optional:

Session Nine:	Case Study - Exploring problem situations and developing practical alternate solutions. (2 hrs.)
Session Ten:	Case Study - Exploring problem situations and developing practical alternate solutions. (2 hrs.)

APPENDIX D

STATISTICAL TABLES

These data are based on the sixty-six youths who completed the orientation program, were placed on jobs, and returned for counseling after job placement.

TABLE I

Age, Race, and Sex Distribution of Disadvantaged Youth Participants in Operation Job Start

Age	Number of Male		Number of Female	
	Black	White	Black	White
17	1			
18	5	1*	2	
19	11	1	6	
20	5		4	
21	4		4	2*
22	4		1	
23	2			1*
24	1		1	1*
25	1			1
26	1			
27				
28				1
29	1			
30				1
31	1			
32	1			
33				
43				1*
N = 66	38 Black Male (58%)	2 White Male (3%)	18 Black Female (27%)	8 White Female (12%)

Average age both male and female = 22 years

* nationality of Spanish-speaking origin, including Puerto Rico, Central and South Americas

TABLE II

Geographic Data on Disadvantaged Youth Participants and Parents of Disadvantaged Youth Participants in Operation Job Start

Area of Residence	Live There Now		Where Mother Born		Where Father Born		Most Recent Prior Address		Where Lived When: Out of School		Where Lived When: In School		Where Would Like to Live: In 1 Yr.		Where Would Like to Live: In 5 Yrs.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Paterson	62	93	4	6	3	5	36	52	45	66	37	53	32	46	14	19
Passaic County Other Than Pat.	1	2			2	3	1	2	3	5	1	2	2	3	2	3
Bergen County	1	2			1	2	4	6	2	3	1	2	4	6	3	5
N.J. Other Than Passaic/Bergen			1	2			1	2	1	2	1	2	5	8	5	8
N.Y.C.							2	3	4	6			2	3	5	8
N.Y. State Other Than N.Y.C.													2	3	3	5
New England																
Mid Atlantic					2	3	3	5	3	5	5	8	3	5	5	5
South			47	71	40	59	12	18	2	3	13	20	2	3	6	9
Midwest			2	3	1	2	1	2			1	2	3	5	7	11
Southwest													4	6	6	9
Northwest													1	2	1	2
Puerto Rico			6	9	6	9	2	3	1	2	3	5	1	2	1	2
Caribbean													1	2	1	2
South Central America			4	6	4	6	3	5	4	6	4	6			2	3
Europe							1	2								
Other/No Response	2	3	2	3	7	11			1	2					2	4
Don't Know								3					4	6		5

TABLE III

Stability of Current Residence of Youth Participants in Operation Job Start

Length of Time in Same City	Number of Youths	Percent
1 month or less	6	9
2 months to 1 year	10	14
More than 1 year to 2 years	6	9
More than 2 years to 3 years	1	2
More than 3 years to 5 years	2	3
More than 5 years to 7 years		
More than 7 years to 9 years		
More than 9 years to 11 years	2	3
More than 11 years to 13 years	2	3
More than 13 years to 15 years	3	5
More than 15 years to 17 years	2	3
More than 17 years to 19 years	10	14
More than 19 years to 21 years	5	9
More than 21 years to 23 years	4	6
More than 23 years to 25 years	1	2
More than 25 years to 27 years	2	3
No Response	10	15
Total	66	100%

Average length of time youths have lived in same city: 10½ yrs.

TABLE IV

Living Conditions: Type of Current Residence and Type of Residence One Would Like to Live in as Reported by Youth Participants of Operation Job Start

Type of Dwelling	Current Residence		Most Recent Prior Residence		Residence Would Like In: 1 Year		Residence Would Like In: 5 Years	
	#	%	#	%	#	%	#	%
Apartment	34	52	32	49	22	33	16	24
Rooming House	4	6	2	3	3	5	3	5
Private House	12	18	19	28	32	48	41	62
2- Family House	15	22	10	15	9	14	6	9
No Response	1	2	3	5				
Total	66	100%	66	100%	66	100%	66	100%

TABLE V

Living Conditions: Current Living Arrangement as Reported by Youth Participants of Operation Job Start

Living Condition	Number of Youths	Percent
Rent Own Residence	22	33
Own Own Residence	4	6
Live With Parents/Family Friends Who Rent Residence	31	47
Live With Parents/Family/ Friends Who Own Residence	8	12
No Response	1	2
Total	66	100%

TABLE VI

Living Conditions of Youth Participants of Operation Job Start: Number of People Living with Youth Participant and Number of Rooms in Current Residence; Number of Rooms One Would Like to Have in the Future

Number	Number People Currently in Residence		Number of Rooms Currently in Residence		Number of Rooms Would Like to Have in Residence In 1 Yr.		In 5 Yrs.	
	#	%	#	%	#	%	#	%
1	5	8	6	9	2	3	1	2
2	10	14	1	2	2	3	3	3
3	14	20	6	9	5	8	4	6
4	9	14	14	20	15	22.5	9	14.5
5	13	19	15	22.5	18	22.5	15	22.5
6	5	8	15	22.5	8	12	10	15
7	3	5	2	3	10	15	12	13
8			4	6	4	6	7	11
9	1	2	1	2	1	2	2	3
10			1	2	1	2	2	3
11								
12								
13	2	3						
14	1	2						
15								
16								
17								
18			1	2				
19								
20							1	2
No Response	3	5	—	—	—	—	—	—
Totals	66	100%	66	100%	66	100%	66	100%
Average	4+		5		5		7	

TABLE VII

Living Conditions of Youth Participants of Operation Job Start: Reported Current Amounts of Rent, and Aspirations

	$25 or Less a Month	$26-$50	$51-$75	$76-$100	$101-$125	$126-$150	Over $150	No Response
Total Rent on Current Residence	6 (9%)	1 (2%)		5 (8%)	16 (24%)	13 (20%)	24(35%)	1 (2%)
Amount Trainee Pays towards Current Rent	23 (35%)	6 (9%)	6 (9%)	10 (15%)	16 (24%)	1 (2%)	2(3%)	2 (3%)
Amount Trainee Would Like to be Paying in 1 Year		1 (2%)	4 (6%)	10 (15%)	17 (26%)	19 (28%)	15(23%)	
Amount Trainee would Like to be Paying in 5 Years	4 (6%)		3 (5%)	8 (12%)	14 (21%)	17 (26%)	20(30%)	

TABLE VIII

Living Conditions of Youth Participant in Operation Job Start: Aspirations Reported in Categories of $25 Increments or Decrements

(Figures are reported in terms of differences between what trainee would like to be paying for rent in a year and total rent on his residence now, between what he would like to be paying in a year and what he pays towards rent now, and between what he would like to be paying in 5 years and in 1 year. With categories of $25,+1 means he would like to be paying $25 more, whereas -3 means $75 less.)

Subject	Total Rent Now	What He Pays Now	In 1 Year -Total Now	In 1 Year - His Share Now	In 5 Years - Total Now	In 5 Years - His Share Now	In 5 Years - In 1 Year
1	-	$ 51-$ 75	-	+1	-	+1	0
2	$ 51-$ 75	51- 75	+1	+1	+1	+1	0
3	101- 125	101- 125	-1	-1	-1	-1	0
4	76- 100	0	-2	+2	-1	-3	+1
5	-	76- 100	-	0	-	0	0
6	76- 100	76- 100	+1	+1	+1	+1	0
7	126- 150	76- 100	-1	+1	0	+2	+1
8	51- 75	51- 75	-3	+3	+2	+2	-1
9	76- 100	26- 50	0	+2	+1	+4	+2
10	$150+	25-	-3	+3	-3	+3	0
11	101- 125	26- 50	0	+3	0	+3	0
12	-	25-	-	+2	-	+3	0
13	76- 100	51- 75	-1	0	0	+1	+1
14	-	0	-	+6	-	+6	0
15	-	0	-	+3	-	+3	0
16	101- 125	0	-1	+4	-1	+4	0

(Table VIII continued on next page)

TABLE VIII (Continued)

Subject	Total Rent Now	What He Pays Now	In 1 Year - Total Now	In 1 Year - His Share Now	In 5 Years - Total Now	In 5 Years - His Share Now	In 5 Years - 1 Year
17	$ 51-$ 75	$ 51-$ 75	+4	+4	+4	+4	0
18	-	76- 100	-	+1	-	+1	0
19	76- 100	76- 100	+1	+1	+1	+1	0
20	-	51- 75		+4	-	+4	0
21	-	0		+5	-	+5	0
22	76- 100	26- 50	+2	+5	-4	-2	-6
23	126- 150	126- 150	-1	-1	-1	-1	0
24	76- 100	-	+1	-1	+2	-	+1
25	76- 100	-	+3	-	+3	-	0
26	25-	25-	+3	+3	+5	+5	+2
27	-	26- 50		+4		+4	0
28	101- 125	0	0	+5	+2	+1	+2
29	126- 150	0	0	+6	+1	+7	+1
30	76- 100	25-	+1	+4	+1	+4	0
31	76- 100	76- 100	-1	-1	-1	-1	0
32	-	76- 100	-	+1	-	+1	0
33	-	76- 100		-1			
34	76- 100	76- 100	+1	-1	+1	+1	0
35	76- 100	0	0	+4	0	+4	0
36	101- 125	26- 50	+1	+4	+1	+4	0
37	150+	150+	0	0	0	0	0
38	101- 125	26- 50	0	+3	0	+3	0
39	101- 125	0	0	+5	0	+5	0
40	126- 150	0					
41	51- 775	0	0	+3	0	+3	0

TABLE VIII (Continued)

Subject	Total Rent Now	What He Pays Now	In 1 Year - Total Now	In 1 Year - His Share Now	In 5 Years - Total Now	In 5 Years - His Share Now	In 5 Years - In 1 Year
42	$126-$150	$ 25-	-2	+3	-1	+4	+1
43	0	76- 100	+4	0	+4	0	0
44	76- 100	76- 100	+2	+5	+2	+2	0
45	76- 100	0	0	+4	0	+4	0
46	-	76- 100		0		0	0
47	0	0	+4	+4	+4	+4	0
48	126- 125	25-		+5	+1	+6	+1
49	76- 100	0	-1	+3	+1	+5	+2
50	150+	0	-2	+5	-2	+5	0
51	126- 150	76- 100	-2	0	-2	0	0
52	101- 125	51- 75	-2	0	-2	0	0
53	150+	76- 100	0	+3	0	+3	0
54	0	0	+2	+2	+2	+2	0
55	-	0		+2		+3	+1
56	101- 125	51- 75	-2	0	-2	0	0
57	101- 125	51- 75	0	+2	0	+2	0
58	76- 100	0	+1	+5	+3	+7	+2
59	101- 125	76- 100	0	+1	0	+1	0
60	0	0	+1	+1	0	0	-1
61	150+	76- 100	0	+3	-5	-2	-5
62	101- 125	0	-2	+3	-2	+3	0
63	51- 75	0	0	+3	-3	0	-3
64	101- 125	51- 75	-3	-1	-3	-1	0
65	101- 125	0	-1	+4	-5	0	-4
66	0	0	+5	+5	+6	+6	+1

TABLE IX

Educational Background and Aspirations of Youth Participants of Operation Job Start Reported by Last Year of School Completed

Grades Completed	Current Last Year Completed		Self-Estimate of Education Needed for Job in 5 Yrs.		Self-Estimate of Education Needed for Job in 1 Yr.	
	#	%	#	%	#	%
4	1	2				
5						
6	1	2	1	2	1	2
7	1	2				
8	2	3	2	4	2	3
9	3	5	1	2	2	3
10	9	13				
11			10	15		
12	30	45	25	39	20	32
13						
14	2	3	6	9	9	15
15						
16	1	2	1	2	9	15
No Response						
Don't Know			19	28	19	30
Total	66	100%	66	100%	66	100%

TABLE X

Work History of Youth Participants of Operation Job Start: Those Reporting One, Two, or Three Prior Full-Time Jobs

	Number of Youths	Percent
One Prior Full-Time Job	36	54
Two Prior Full-Time Jobs	22	33
At Least Three Prior Full-Time Jobs	8	13
Total	66	100%

TABLE XI

Work History of Youth Participants of Operation Job Start: Reported Number of Previous Jobs

Number of Jobs	Within the Past Year		Within the Past 5 Years		Within the Past 10 Years	
	#	%	#	%	#	%
0	10	15	7	11	7	11
1	20	30	10	15	7	11
2	19	28	14	20	14	20
3	8	12	17	24	16	23
4	3	5	5	8	4	6
5	1	2	4	6	7	11
6			3	5	3	5
7			1	2	1	2
8			1	2	2	3
9						
10	2	3	1	2	2	3
105	1	2	1	2	1	2
No Response	2	3	2	3	2	3
Total	66	100%	66	100%	66	100%

TABLE XII

Work History of Youth Participants of Operation Job Start: Number of Years Ago Subject Received First Full-Time Job

Number of Years Ago	Number of Youths	Percent
0	8	13
1	13	18
2	15	21
3	11	17
4	6	9
5	5	8
6	4	6
7		
8	1	2
9		
10	1	2
11		
12		
13	1	2
25	1	2
Total	66	100

TABLE XIII

Work History of Youth Participants of Operation Job Start: Reported By Amount of Time Youth Participant Remained on Previous Job

Number of Months	Those Reporting 1 Prior Full-Time Job (N=55)		Those Reporting 2 Prior Full-Time Jobs (N=33)		Those Reporting 3 Prior Full-Time Jobs (N=13)	
	#	%	#	%	#	%
1 month or less	7	13	5	15	1	8
2-3	13	26	6	19	7	52
4-5	5	9	3	9		
6-7	7	13	3	9		
8-9	3	5				
10-11			1	3		
12-13	7	13	5	15	1	8
14-15			1	3		
16-17						
18-19	3	5				
20-23						
24-30	4	7	3	9	2	16
31-36	1	2				
37-42						
43-48	1	2				
120	1					
202					1	8
300-324			1	3		
No Response	3	5	15	15	1	8
Total	55	100%	33	100%	13	100%

TABLE XIV

Income History of Youth Participants of Operation Job Start Reported in Hourly Wages for Those Having Had One, Two, or Three Prior Full-Time Jobs

Subject	Hourly Wages on 1st Job		Hourly Wages on 2nd Job		Difference in Jobs 1 & 2	Hourly Wages on 3rd Job		Difference in Jobs 2 & 3
	When Began	When Left	When Began	When Left		When Began	When Left	
1	-	-	-	-		-	-	
2	-	-	-	-		-	-	
3	$1.38	1.38	$2.13	$2.13	+$ .75	$1.60	$1.60	-$ .53
4	1.40		-	-		-	-	
5	2.00	2.34	-	-		-	-	
6	1.70	1.70	1.75	1.87	+ .17	-	-	
7	1.70	1.80	1.60	1.60	- .20	-	-	
8	1.00	1.00	1.88	1.88	+ .88	1.88	1.88	0
9	1.50	1.79	-	-		-	-	
10	-	-	-	-		-	-	
11	2.28	2.28	1.87	2.00	- .28	-	-	
12	2.50	2.50	1.30	1.30	- .80	1.75	1.75	+ .45
13	1.60	1.60	1.60	1.75	+ .15	-	-	
14	-	-	-	-		-	-	
15	1.60	1.73	-	-		-	-	
16	1.40	1.40	1.60	1.60	+ .20	-	-	
17	1.00	1.40	1.50	1.50	+ .10	2.00	2.00	+ .50
18	1.80	1.80	2.90	2.90	+ 1.10	-	-	
19	2.35	2.35	2.00	2.00	- .35	-	-	
20	1.78	1.78	-	-		-	-	
21	-	-	-	-		-	-	
22	1.25	1.40	1.40	1.50	+ .10	1.40	1.40	- .10
23	-	-	-	-		-	-	
24	1.40	1.40	-	-		-	-	
25	1.80	1.80	-	-		-	-	
26	-	-	-	-		-	-	
27	1.50	1.50	1.65	1.75	+ .25	2.00	2.00	+ .25
28	1.65	2.00	1.65	2.00	0	-	-	+
29	-	-	-	-		-	-	
30	-	-	-	-		-	-	
31	1.25	1.25	1.45	1.60	+ .35	-	-	
32	2.10	2.85	2.91	3.90	+1.05	-	-	

TABLE XIV (Continued)

Subject	Hourly Wages on 1st Job		Hourly Wages on 2nd Job		Difference in Jobs 1 $ 2	Hourly Wages on 3rd Job		Difference in Jobs 2 & 3
	When Began	When Left	When Began	When Left		When Began	When Left	
33	$1.40	1.40	-	-		-	-	
34	2.68	2.68	-	-		-	-	
35	-	-	-	-		-	-	
36	2.52	2.52	-	-		-	-	
37	1.75	1.75	2.05	2.40	+$ .65	-		
38	1.50	1.50	2.15	2.55	+$1.05	2.70	2.75	+ .20
39			1.55	1.60		1.75	1.96	+ .45
40	2.15	2.50	2.75	2.87	+ .37	-	-	
41	1.60	1.60	-	-		-	-	
42	-	-	-	-		-	-	
43	1.75	1.75	1.65	1.65	- .10	2.14	2.45	+ .80
44	2.00	2.05	-	-		-	-	
45	1.60	1.60	1.70	1.70	+ .10	-	-	
46	1.60	1.60	2.05	2.60	+ 1.00	2.10	2.60	0
47	2.05	2.60	-	-		-	-	
48	1.40	1.40	-	-		-	-	
49	1.65	1.75	2.00	2.00	+ .25	-	-	
50	0.45	0.45	1.60	1.60	+ .15	-	-	
51	1.85	2.26	-	-		-	-	
52	1.75	1.75	2.00	2.00	+ .25	-	-	
53	1.50	1.50	-	-		-	-	
54	1.87	1.87	1.65	1.65	- .22	-	-	
55	2.10	2.10	-	-		-	-	
56	1.25	1.25	-	-		-	-	
57	0.57	0.57	-	-		-	-	
58	0.16	0.16	1.70	1.70	+			
59	3.12	3.12	-	-		-	-	
60	1.40	1.40	2.00	2.00	+ .60	1.75	1.75	- .25
61	1.50	1.75	-	-		-	-	
62	1.75	1.75	1.60	1.60	- .15	-	-	
63	1.56	1.75	-	-		-	-	
64	1.40	1.40	1.40	1.40	0	1.60	1.60	+ .20
65	1.80	2.00	1.40	1.40	- .60	1.60	1.60	+ .20
66	1.40	1.40	1.60	1.60	+ .20	-	-	

TABLE XV

Income Aspirations in Hourly Wages of Youth Participants in Operation Job Start

Subject	Last Reported Hourly Income	Want to Barn in 1 Year	Difference Wanted in 1 Year & Last Reported	Want to Barn in 5 Years	Difference Wanted in 5 Years & Last Reported
1	-	$3.00		$4.00	
2	-	2.00		2.00	
3	$1.60	2.00	+$ .40	3.00	+$1.40
4	1.40	1.65	+ .25	2.00	+ .60
5	2.34	2.50	+ .16	2.75	+ .41
6	1.87	2.50	+ .63	4.00	+ 2.13
7	1.60			2.50	+ .90
8	1.88	2.00	+ .12	2.00	+ .12
9	1.79	2.53	+ .74	3.80	+ 1.01
10	-	1.80		1.90	
11	2.00	2.50	+ .50	3.00	+ 1.00
12	1.75	2.00	+ .25	2.75	+ 1.00
13	1.75	D.K.		D.K.	
14	-	5.00		5.00	
15	1.73	2.00	+ .27	4.00	+ 2.27
16	1.60	2.50	+ .90	3.50	+ 1.90
17	2.00	4.80	+ 2.80	4.80	+ 2.80
18	2.90	1.50	- 1.40	1.50	- 1.40
19	2.00	2.15	+ .15	3.10	+ 1.10
20	1.78	3.00	+ 1.22	4.00	+ 2.22
21	-	3.00		4.00	
22	1.40	1.85	+ .45	1.65	+ .25
23	-	1.75		2.00	
24	1.40	1.90	+ .50	1.90	+ .50
25	1.80	D.K.		D.K.	
26	-	3.00		4.75	
27	2.00	2.50	+ .50	D.K.	
28	2,00	2.00	0	3.00	+ 1.00
29	-	1.30		4.00	
30	-	3.50		6.00	
31	1.60	2.00	+ .40	D.K.	
32	3.90	3.30	- .60	4.50	+ .60
33	1.40	D.K.		1.40	0
34	2.68	2.68	0	2.00	+ .34

TABLE XV (Continued)

Subject	Last Reported Hourly Income	Want to Earn in 1 Year	Difference Wanted in 1 Year & Last Reported	Want to Earn in 5 Years	Difference Wanted in 5 Years & Last Reported
35		$2.25		$2.25	
36	$2.52	2.25	-$ .27	3.75	+$1.23
37	2.40	3.00	+ .60	4.50	2.10
38	2.75	.10	- 2.65	.10	- 2.65
39	1.95	2.25	+ .30	2.50	+ .55
40	2.87	5.00	+ 2.13	D.K.	
41	1.60	2.00	+ .40	2.00	+ .40
42	-	2.25		3.50	
43	2.45	5.00	+ 2.55	7.00	+ 4.55
44	2.05	2.50	+ .45	3.50	+ 1.45
45	1.70	3.00	+ 1.30	4.50	+ 2.80
46	2 60	2.75	+ .15	4.00	+ 1.40
47	2.60	2.10	+ .50	3.50	+ .90
48	1.40	1.60	+ .20	2.00	+ .60
49	2.00	3.50	+ 1.50	4.00	+ 2.00
50	1.60	7.00	+ 5.40	7.00	+ 5.40
51	2.26	2.25	- .01	3.00	+ .74
52	2.00	.13	- .1.87	4.00	+ 2.00
53	1.50	2.00	+ .50	D.K.	
54	1.65	2.50	.85	3.00	+ .35
55	2.10	2.25	+ .15	5.00	+ 2.90
56	1.25	2.25	+ 1.00	2.25	+ 1.00
57	.57	3.00	+ 2.43	3.50	+ 2.93
58	1.70	2.00	+ .30	3.50	+ 1.80
59	3.12	2.50	- ..62	3.00	- .12
60	1.75	D.K.		D.K.	
61	1.75	2.00	+ .25	2.00	+ .25
62	1.60	2.00	+ .40	2.00	+ .40
63	1.75	1.60	- .15	2.00	+ .25
64	1.60	1.85	+ .15	1.80	+ .20
65	1.60	3.07	+ 1.47	4.00	+ 2.60
66	1.60	3.00	+ 1.40	5.00	+ 3.40

D.K. = Don't Know

$\overline{X}$ = $3.43 Average Increase $\overline{X}$ = $ .62 $\overline{X}$ = $4.03 $\overline{X}$ = $1.42

R = $.10-$7.00 R = $.10-$7.00

TABLE XVI

Income History of Youth Participants of Operation Job Start Reported in Weekly Wages for Those Having Had One, Two, or Three Prior Full-Time Jobs

Subject	Weekly Wages on 1st Job		Weekly Wages on 2nd Job		Difference in Jobs 1 & 2	Weekly Wages on 3rd Job		Difference in Jobs 2 & 3
	When Began	When Left	When Began	When Left		When Began	When Left	
1	-	-	-	-		-	-	
2	-	-	-	-		-	-	
3	$ 46	$ 46	$ 76	$ 76	+$30	$ 56	$ 56	-$20
4	62	62	-	-		-	-	
5	77	91	-	-		-	-	
6	65	65	70	70	- 11	-	-	
7	60	65	30	30	- 35	-	-	
8	38	38	70	65	+ 27	70	60	- 6
9	55	65	-	-		-	-	
10	-	-	-	-		-	-	
11	75	75	75	80	+ 5	-	-	
12	82	82	50	50	- 32	65	65	+ 15
13	52	52	57	67	+ 15	-	-	
14	-	-	-	-		-	-	
15	50	50	-	-		-	-	
16	22	22	50	50	+ 28	-	-	
17	32	45	51	51	+ 6	125	80	+ 24
18	60	60	90	90	+ 30	-	-	+ 24
19	95	95	72	72	- 23	-	-	
20	63	63	-	-		-	-	
21	-	-	-	-		-	-	
22	62	77	82	82	+ 5	77	77	- 5
23	-	-	-	-		-	-	
24	41	41	-	-		-	-	
25	30	30	-	-	-	-	-	
26	-	-	-	-		-	-	
27	52	52	56	60	+ 8	64	64	+ 4
28	58	68	58	68	0	-	-	
29	-	-	-	-		-	-	
30	-	-	-	-		-	-	
31	38	38	50	67	+ 29	-	-	
32	64	93	97	130	+ 37	-	-	

TABLE XVI (Continued)

Subject	Weekly Wages on 1st Job		Weekly Wages on 2nd Job		Difference in Jobs 1 & 2	Weekly Wages on 3rd Job		Difference in Jobs 2 & 3
	When Began	When Left	When Began	When Left		When Began	When Left	
33	$ 72	$ 72	-	-		-	-	
34	107	107	-	-		-	-	
35	-	-	-	-		-	-	
36	105	105	-	-		-	-	
37	63	63	83	97	+$34	-	-	
38	53	53	68	75	+ 9	80	84	+$ 9
39			48	53		60	64	+ 11
40	47	70	85	90	+ 20	-	-	
41	52	52	-	-		-	-	
42	-	-	-	-		-	-	
43	65	65	54	54	- 11	70	87	+ 33
44	65	68	-	-		-	-	
45	52	52	52	52	0	-	-	
46	51	51	72	84	+ 33	70	84	+ 1
47	72	86	-	-		-	-	
48	35	35	-	-		-	-	
49	54	64	60	60	- 4	-	-	
50	25	25	51	51	+ 26	-	-	
51	62	62	-	-		-	-	
52	54	54	65	67	+ 13	-	-	
53	40	40	-	-		-	-	
54	45	45	70	70	+ 15	-	-	
55	70	70	-	-	+ 25	-	-	
56	50	50	-	-		-	-	
57	19	19	-	-		-	-	
58	13	13	56	56	+ 43	-	-	
59	99	99	-	-		-	-	
60	50	50	30	30	+ 20	-	-	
61	52	60	-	-		-	-	
62	60	60	63	63	+ 3	-	-	
63	60	70	-	-		-	-	
64	52	52	36	36	- 16	53	53	+ 17
65	100	105	78	78	- 27	57	57	- 21
66	42	42	57	57	+ 15	-	-	

TABLE XVII

Income Aspirations of Youth Participants in Operation Job Start Reported in Weekly Take-Home Wages

Subject	Last Reported Weekly Income	Weekly Income Desired in 1 Yr.	Difference in Desired 1 Yr. & Last Reported Incomes	Weekly Income Desired in 5 Yrs.	Difference in 1 & 5 Yr. Desired Incomes	Weekly Income Needed to "Get Along"	Difference in "Get Along" & Last Reported Incomes	Income Needed to be Comfortable	Difference in Comfortable & Last Reported Incomes
1	-	$ 85		$125	$+ 40	-		-	
2	-	60		90	+ 30	-		-	
3	$ 56	85	$+ 29	100	+ 15	$ 87	$+ 31	$ 85	$+ 29
4	62	75	+ 13	125	+ 50	65	+ 3	85	+ 23
5	91	DK		95		85	- 6	90	- 1
6	74	75	+ 1	80	+ 5	77	+ 1	85	+ 11
7	30	75	+ 45	200	+125	30	0	90	+ 60
8	60	85	+ 25	100	+ 15	80	+ 20	100	+ 40
9	65	105	+ 40	140	+ 35	65	0	90	+ 15
10	-	70		105	+ 35	60		80	
11	80	DK		DK		80	0	90	+ 10
12	65	200	+135	200	0	80	+ 15	105	+ 40
13	67	60	- 7	150	+ 90	100	+ 33	100	+ 33
14	-	90		120	+ 30	85		100	
15	50	120	+ 70	117	- 3	20	- 30	70	+ 20
16	50	150	+100	150	0	60	+ 10	100	+ 50
17	80	90	+ 10	135	+ 45	100	+ 20	100	+ 20
18	90	108	+ 18	140	+ 32	75	- 15	200	+ 10
19	72	200	+128	300	+100	-		DK	
20	63	70	+ 7	120	+ 50	-		DK	
21	-	77		87	+ 12	100		150	
22	77	80	+ 3	80	0	95	+ 18	100	+ 5
23	-	DK		DK		DK		DK	
24	41	130	+ 89	310	+180	72	+ 31	72	+ 31
25	30	70	+ 40	DK		80		80	+ 50
26	-	125		175	+ 50	100		150	

(Continued on next page)

TABLE XVII (Continued)

Subject	Last Reported Weekly Income	Weekly Income Desired in 1 Yr.	Difference in Desired 1 Yr. & Last Reported Incomes	Weekly Income Desired in 5 Yrs.	Difference in 1 & 5 Yr. Desired Incomes	Weekly Income Needed to "Get Along"	Difference in "Get Along" & Last Reported Incomes	Income Needed to be Comfortable	Difference in Comfortable & Last Reported Incomes
27	$ 64	$100	$+ 36	$130	$+ 12	$ 70	$+ 6	$ 80	$+ 16
28	68	125	+ 57	240	0	125	+ 57	125	+ 57
29	-	87		DK		DK		DK	
30	-	125		205	+ 80	80		80	
31	67	DK		80		72	+ 5	72	+ 5
32	130	100	- 30	135	+ 50	87	- 43	130	0
33	72	85	- 13	85	+ 30	25	- 47	30	- 42
34	107	100	- 7	135	+ 35	100	- 7	150	+ 43
35	-	85		85	0	100		150	
36	105	100	- 5	137	+ 37	DK		DK	
37	97	150	+ 53	225	+ 75	70	- 27	70	- 27
38	84	600	+516	600	0	100	+ 16	60	- 24
39	64	80	+ 16	110	+ 30	65	+ 1	65	+ 1
40	90	200	+110	DK	DK	75	- 15	150	+ 60
41	52	67	+ 15	65	- 2	56	+ 4	80	+ 28
42	-	110		140	+ 30	80		100	
43	87	150	+ 63	200	+ 50	80	- 7	100	+ 13
44	68	100	+ 34	135	+ 35	85	+ 17	100	+ 32
45	52	100	+ 48	125	+ 25	80	+ 28	80	+ 28
46	85	110	+ 25	250	+140	100	+ 15	100	+ 15
47	86	70	- 16	150	+ 80	90	+ 4	125	+ 39
48	35	75	+ 40	85	+ 10	65	+ 30	70	- 40
49	60	150	+ 90	200	+ 50	80	+ 20	100	+ 40
50	51	175	+124	200	+ 25	85	+ 34	85	+ 34
51	62	72	0	95	+ 23	77	+ 5	82	+ 10
52	67	25	- 42	200	+225	50	- 17	25	- 42
53	40	100	+ 60	DK	DK	75	+ 35	80	+ 40
54	70	125	+ 55	200	+ 75	71	+ 1	71	+ 1
55	70	85	+ 15	200	+115	50	- 20	100	+ 30
56	50	75	+ 25	75	0	75	+ 25	75	+ 25
57	57	100	+ 81	125	+ 25	40	+ 21	100	+ 81

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TABLE XVII (Continued)

Subject	Last Reported Weekly Income	Weekly Income Desired in 1 Yr.	Difference in Desired 1 Yr. & Last Reported Incomes	Weekly Income Desired in 5 Yrs.	Difference in 1 & 5 Yr. Desired Incomes	Weekly Income Needed to "Get Along"	Difference in "Get Along" & Last Reported	Income Needed to be Comfortable	Difference in Comfortable & Last Reported Incomes
58	$56	$100	$+ 44	$200	$+100	$+14	$100	$100	$+44
59	99	80	- 19	90	+ 10	-19	80	80	-19
60	50	D.K.	D.K.	D.K.	D.K.	-5	100	100	+50
61	60	100	+ 40	80	- 20	-42	10	10	-42
62	63	80	+ 17	80	0	-38	75	75	+12
63	70	65	- 5	90	+ 25	-10	100	100	+30
64	53	95	+ 42	95	0	+19	72	72	+19
65	57	110	+ 53	130	+ 20	+43	120	120	+63
66	57	200	+143	350	+150	+23	80	80	+23

DK = Don't Know

TABLE XVIII

Job Search Behavior of Youth Participants of Operation Job Start: Use of Various Sources and Successfulness of Each

Method of Securing Job	Total Number Using Each Source		Number Getting Job Lasting at Least 1 Year through This Source		Number Getting Job Lasting Less Than 1 Year through This Source		Number Not Getting Job through This Source Even though Approached	
	#	%	#	%	#	%	#	%
Going "Cold" to a Company	49	74	21	32	10	15	18	27
Friends or Relatives	55	83	17	26	17	26	21	32
Asking "Around"	47	71	10	15	9	14	28	42
Unemployment Office	51	77	11	17	21	32	19	29
Going to a Private Employment Agency	18	27	3	5	4	6	11	17
Community Agency	27	41	11	17	12	18	4	6
Local Politicians	2	3			1	2	1	2
Union	3	5			1	2	2	3
Want Ads in Paper	56	85	9	14	15	23	32	49
School Placement Service	13	20	5	8	3	5	5	8